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Anna Makarova Y8606993

Anna Makarova

Y8606993

AN EXAMINATION OF THE CONCEPT
OF 'GENRE' AS A TOOL FOR THE
DESIGN OF SPEAKING ACTIVITIES
FOR ENGLISH FOR SPECIFIC
PURPOSES (ESP)

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An examination of the concept of 'genre' as a tool for the design of speaking activities for English for Specific Purposes (ESP)

Abstract

This action research is aimed to investigate the application of the concept of genre for the selection, design and teaching of oral genres relevant to the needs of students of Political Management and Political Science at Bremen University. Although the genre approach has become widely accepted for teaching field-specific content in English for Specific Purposes (ESP), the literature review revealed that the focus of its application was writing and that oral genres have been under-researched.

A framework for developing academic English courses suggested by Swales (1990) helped to identify the genre of discussion as the most important for these students. The research comprises several stages with distinct methodology and findings for each of them. The stages include studies of a discourse community of students who returned from a semester abroad; the selection of a corpus for modelling the genre of argumentative discussion; discourse analysis of the corpus; designing activities on the basis of the results of this analysis; video recording learners' discussions; and analysing the effectiveness of the methodology.

The research addresses several aspects of researching and teaching oral genres. The first one is related to the development of theory for the analysis of oral genres relevant to students' needs and examining which concepts and ideas used for studying written interaction in ESP and SFL are applicable to researching spoken communication. The aim of the theoretical part was to conduct discourse analysis of a corpus of extracts from TV discussion programmes, selected to exemplify the genre, in order to reveal phonological and lexico-grammatical features in relation to the

rheterical function of persuasion of the genre of politics-related argumentative discussion. Concepts from Systemic Functional Linguistics (SFL) applied to prosody and pragmatics were used to identify language features important for raising students' awareness of characteristics of this genre.

The most important aspect addressed in this research was investigating the impact of genre-based pedagogy for teaching the genre of discussion in the academic classroom. Activities for three teaching and learning cycles (Rothery, 1996) were designed and used in two rounds of teaching. The effectiveness of genre-based methodology was evaluated on the basis of quantitative and qualitative analysis of data collected at all phases of the teaching and learning cycles in the first round of teaching.

Another important issue addressed in this research was assessment. Using formative assessment in the form of self-assessment reports demonstrated how the focus of genre-based assessment can be shifted from the products to the processes of genre learning. At the same time developing and introducing a CEFR- based (Common European Framework of Reference) discussion assessment form with detailed descriptors was one of the key elements in optimising genre-based classroom teaching.

The research may be seen as a contribution to the conceptualisation of the teaching of oral genres in academic settings. Combining elements of the two schools of genre English for Specific Purposes (ESP) and Systemic Functional Linguistics (SFL) helped to develop a comprehensive approach for identifying, characterising and teaching the genre of discussion relevant to the needs of the selected group of ESP students. This approach places emphasis on the combination of fostering genre awareness and providing maximum opportunities for genre acquisition in the genre-based classroom. The research has been helpful in improving the pedagogical practice of teaching the genre of discussion in one tertiary-level academic

setting and the results are potentially transferrable to similar contexts in other universities.

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Chapter 1: Introduction

1.1. Background to the research

My interest in the topic of using the concept of genre for designing speaking activities for ESP students of Political Management has arisen as a result of my professional development which helped me to develop research insights into my pedagogical practice. I have been working in ESP (English for Specific Purposes) and apart from teaching English to students of political science, I have also been leading a course in English for political management at Bremen University in Germany. The year preceding the start of this research I completed a Master's degree in Education at the UK Open University. In an ESOL project (Makarova, 2009) within the Master's course I investigated the use of the concept of 'genre' for the design of writing activities for students of political science. The successful results of the project brought me to the idea of using this concept for further research in ESP with the aim of producing some outcome relevant to my students. I decided to examine the use of this concept for the development of speaking activities. The reason for focusing attention on spoken communication was that within the curriculum of ESP courses speaking seems to be disregarded, as it is expected to place emphasis on teaching reading and writing. Hence there is a lack of experience and materials in this area which I was seeking to address in my research.

A framework for this research drew on the concepts and findings of the above mentioned study conducted for the ESOL course which was completed for my Master's Degree. The outcome of the Master's project was a set of materials for teaching writing to students of Political Science. One of the implications of the results of the study was the identification of a focus for further research and the potential of this approach for developing other skills. This influenced my decision to investigate to what extent a similar theoretical framework is suitable for designing a course of speaking activities and how it can be adapted for teaching oral genres.

The following findings of the Master's project have been instrumental for framing the aim and research questions for this project: the importance of identifying a target discourse community for learners, the significance of selecting suitable texts for modelling, the usefulness of the ideas of Systemic Functional Linguistics for discourse analysis, and the effectiveness of five-phase genre-based methodology for the development of activities.

1.2. Research questions

The research covers theoretical and practical aspects of designing speaking activities for ESP students of Political Management and concentrates on answering six research questions in order to understand how the concept of genre can be used for designing a set of materials for teaching oral genres.

The main question of the research is:

- 1) Could genre-based methodology be an effective approach for teaching oral genres in the academic settings of a European University (University of Bremen in Germany is being seen as representative of European Universities)?

Answering this question has implications for teaching spoken genres in European tertiary education.

In this regard the following sub-questions are addressed:

- 2) What is the best way of identifying oral genres relevant for teaching ESP students?
- 3) Which on-line resources are available and suitable for modelling these oral genres?

The theoretical part concentrates on the following questions:

- 4) Which methods of discourse analysis can be used for analysing oral genres for the purposes of teaching?
- 5) What are the distinct phonological and lexico-grammatical features of oral genres which are the most important for the students' needs?

The practical part of the research is focused on answering the following question:

- 6) How can genre-based methodology be used for designing a set of materials for teaching oral genres?

1.3. Relevance of teaching speaking at a European university

Despite the fact that genre-based methodology has been increasingly popular in recent years; its focus has been mainly on teaching writing. The general view summarised by Biber (1988) has been that 'spoken language is concrete, context-dependent and structurally simple' (Biber, 1988, p.8). However, it may be argued that speaking plays an important role both in the academic environment and in the workplace of university graduates who need to be able to use English in formal oral communication. Indeed, English is an international language being used as a Lingua Franca, for instance, in many Masters Courses in European universities, as well as at conferences and business meetings in numerous European institutions and organisations.

Due to recent changes introduced into the German higher education system in line with the Bologna process, students are expected to spend some time abroad as a part of their university study programme. In this respect teaching speaking is becoming more important since proficiency in oral communication is one of the major requirements for such programmes. Genre-based methodology provides a sound theoretical framework for designing speaking activities for such learners because it lays emphasis on authentic spoken genres produced in certain cultural and social contexts. Mastering the structural, lexico-grammatical and phonological features of these genres has the potential to help the students to perform better in the new environment.

The concept of genre for teaching speaking can be used as a tool to raise awareness of strategies important for cross-cultural communication. Comparing discourse patterns in different contexts can enhance students' cross-cultural communicative competence.

Another important aspect regarding the relevance of this research is the use of on-line resources for teaching speaking. Technological advances in information and communication technology have enabled access to a variety of video- and audio- recorded texts which can be explored for teaching speaking using genre-based methodology.

1.4. Relevance of teaching speaking at Bremen University

The programme of studies for political management at Bremen University is oriented towards preparing students for practical rather than academic work. Expected graduate jobs range from local government organisations

and NGOs to international institutions. Therefore, one of the main aims in learning English for these students is being able to use it in a professional context for discussions of various issues with their colleagues. This is one of the most important arguments for focusing on teaching speaking.

An English course offered to students of political management at Bremen University is designed to run over three semesters, each semester lasting 15 weeks. The course starts in the first year of studies while in the third year undergraduate students are supposed to spend some time abroad as a part of their university programme. So far, reading has been the main component of the syllabus for the English course. The plan was to design speaking activities for the third semester.

1.5. Structure of the thesis

The thesis is an account of my work accomplished in order to obtain the answers to the research questions. The main focus was on examining the effectiveness of using the concept of genre for teaching speaking to ESP students. The thesis consists of seven chapters. Chapter 2 is Literature Review which is aimed at surveying the existing knowledge on different aspects of a concept of genre and its application in research and pedagogical practice. Chapter 3 presents general methodological information, such as the description of setting and ethical considerations. It outlines the theoretical framework for the study which helped to identify three stages of the research: ethnographic studies (see p. 54 for the explanation of this concept in the present research), discourse analysis and investigations of the pedagogical practice. Since these stages were completed chronologically one after another, and the results of the previous step were essential for the next one, they are presented as separate chapters. Chapter 4 is on Ethnographic studies, Chapter 5 is on

Discourse Analysis and Chapter 6 is on Investigations of the Pedagogical Practice. These chapters are subdivided into a methodological part which gives a detailed account of methods of data collection and analysis, and a part which presents results of the research conducted using the outlined methodology. Since there were three types of results obtained for each of the stages, the thesis does not contain a separate chapter on findings. Chapter 7 presents conclusions drawn for the research and includes reflections on generalizability of findings and limitations for each of the phases of the research. This chapter also provides answers to each of the research questions specified in the Introduction and outlines contribution of the research to the theory and practice of education.

Chapter 2: Literature Review

In this Chapter 1 am looking at different aspects of researching and teaching oral genres. The aim of this part of the thesis was to review literature in order to develop a methodological approach for this study as well as to find relevant information for the research questions outlined above. The chapter starts by reviewing the approaches to the concept of genre taken by the three schools of genre theory. It is followed by a survey of the existing literature on spoken genres in academic settings and the sociolinguistic literature. The literature review addresses both theoretical and practical issues of the project. With regard to the theory of spoken communication, it includes sections on linguistic analysis of spoken genres and approaches to researching spoken discourse, the difference between written and spoken genres, and methods of analysing prosodic and lexicogrammatical features, all of which refer to research question 2. These are followed by sections types of needs analysis, the existing methods of teaching speaking and assessment, which concentrate on literature relating to practical aspects of the project covered by research questions 1 and 3.

2.1. Concept of genre in the three schools of genre

Understanding the concept of genre is crucial to this study as it informs which approach should be taken to the selection of spoken genres for teaching students. Three major schools of genre theory known as the Sydney school, the New Rhetoric School, and English for Specific Purposes approach, as well as some genre theorists, such as Bhatia (1993), have been influential in ESP. This section focuses on exploring the research into spoken genres carried out by these schools of genre theory. At the same

time an attempt was made to identify the best approach to the notion of genre to be used in this research.

2.1.1. The Sydney School

The approach of the Sydney school is based on Hallidayan (Halliday, 1973, 1975) systemic functional linguistics which lays emphasis on schematic structures of different genre types. It is focused on textual forms (both written and spoken) and the relationship between form, function and context. Three meta-functions (the ideational, the interpersonal and the textual) are applied to examine linguistic and structural features of texts that 'share the same general purpose in the culture' (Butt et al, 2000, p.9). At the same time the Sydney school linguists have emphasised the socio-cognitive aspect of the concept of genre. Martin (1984) sees genre as 'a staged, goal oriented, purposeful activity in which speakers engage as members of our culture' (Martin, 1984). He argues that genres comprise a system for accomplishing social purposes by verbal means and this recognition leads to an analysis of discourse structures (Martin, 1984). For the classroom teaching of English, a classification is suggested which involves a distinction between text types and genres. It should be noted that although six main types of texts are identified according to their primary social purpose (narratives, recounts, information reports, instructions, explanations and expository texts), this classification mainly refers to written genres and does not include many texts of spoken genres (e.g. different types of conversations). This school emphasises that there is a difference between register and genre and not every text is a genre since it 'can only be realised in completed texts, for a genre ... specifies conditions for beginning, continuing and ending a text' (Couture, 1986 p.82). The complex relationship between genres and texts is pointed out by many linguists of this school. As a rule, they maintain that genre refers to

socially constructed discourse, while text types refer to organisational patterns within more complex discourses (e.g. Jones, 2002).

This approach has informed many studies of written genres and texts (e.g. Hyland, 2004; Burns and Coffin, 2001; Cope and Kalantzis, 1993,). However, spoken genres have received little attention, and the studies that have been carried out in this area concentrate on researching oral communication between teachers and pupils in mainstream classrooms (Gibbons, 1995).

2.1.2. The ESP approach

Another influential approach to the concept of genre is the ESP approach represented by Swales (1990, 2004). Researchers in the ESP field share similar text-based views with systemic functional linguists and consider the provision of exemplar models the basis for the successful mastering of a genre. Swales (1990) defines genre as 'a class of communicative events' (p.45) and emphasises that 'the principal criterial feature that turns a collection of communicative events into a genre is some shared set of communicative purposes' (p.46). Genres are regulated by members of a discourse community. Swales' (1990) framework for developing academic courses based on the 'access routes for the designer', is instrumental for this study (see Chapter 3). It should be noted that similarly to the Sydney school, teaching writing has been the main focus in this perspective (Johns, 1997, Swales, 2004). Most of the publications in this area deal with academic written genres, such as research articles, dissertations and textbooks. Bhatia (1993) has elaborated Swales' definition of genre pointing out that 'each genre is an instance of a successful achievement of a specific communicative purpose using conventionalised knowledge of linguistic and discoursal resources' (p.16).

2.1.3. The New Rhetoric School

The New Rhetoric School offers the third approach to the concept of genre which moves away from a solely text-based perspective. It explores the relations between the textual features and rhetorical situations and defines genre as 'typified rhetorical actions based in recurrent situations' (Miller, 1984). Miller (1984) argues that 'the number of genres in any society is indeterminate and depends upon the complexity and diversity of the society' (p.163). This school emphasises the concept of genre 'as a means of social action situated in a wider socio-historical context' (Swales, 1990, p.41) and expands genre to include cognitive resources such as experiential and ideological knowledge. This conceptualisation may be defined at different levels in different cultures depending on 'our sense of recurrence of rhetorical situation' (Yates and Orlikowsky, 1992, p. 302). Miller emphasises that for the student, 'genres serve as a key to understanding how to participate in the actions of a community' (Miller, 1984, p.165). This approach may be used for developing a taxonomy of spoken genres in relation to recurrent rhetorical situations that particular ESP students frequently face. Therefore this understanding seems to be of value for identifying spoken genres in this project, since it allows for considering recurrent rhetorical situations in socio-cultural context as instances of genres.

The overview of the different schools of genre theory has demonstrated that there is a gap in the research of spoken genres.

2.2. Approaches of genre awareness and genre acquisition in the academic classroom

In this part of the Literature Review, I am going to look at how the concept of genre has been applied to academic classrooms. Hyon (1996) points out that the unique approaches to defining and analysing spoken and written

genres developed by the aforementioned schools of genre (see above) are reflected in 'genre-based teaching applications suggested within each of these schools' (Hyon, 1996, p. 697). ESP and SFL are the most widely used genre-based pedagogies and have developed in different directions. Johns (2008) argues that these pedagogies have different instructional goals and approaches.

The SFL model of genre emphasises the explicit teaching of text form and linguistic features obtained as a result of SFL analysis. According to Johns (2008) the goal of this approach is genre acquisition which 'focuses upon the students' ability to reproduce a text type' (p. 237). In ESP, conversely, the main goal is to raise genre awareness defined by Johns (2008) as 'developing students' rhetorical flexibility necessary for adapting their socio-cognitive genre knowledge to ever-evolving contexts' (p. 238). Examples of tasks in the ESP tradition are activities for helping students 'gain awareness of the communicative purpose and linguistic features of texts that they need to read and write in their disciplines' (Hyon, 1996, p.713).

A common approach in ESP pedagogy is to expose participants to research-based writing and to ask them to analyse the differences in the rhetorical organisation and style in these texts using such concepts as discourse community and rhetorical move and other notions (Swales, 1990).

The noticing of generic features has been the main objective in ESP genre-based teaching, however, in recent research attention has been drawn towards the importance of transferring previously noticed move structures and other language to writing texts (Hyland, 2007; Hyland, 2009; Cheng, 2007; Cheng, 2008; Negretti and Kuteeva, 2011). Hyland (2007) calls the process of exploring key lexical, grammatical and rhetorical features 'rhetorical consciousness raising' (p. 160). One of the most important

elements of this “top-down” approach to understanding language is teaching students to use the obtained knowledge ‘to construct their own examples of the genre’ (Hyland, 2007, p.160). Cheng (2007) points out the difference between noticing a genre and performing it (p.304), arguing that ‘genre-based learning can be captured more fully through observing how learners recontextualise their genre awareness in their writing’ (p. 287). By recontextualisation he understands ‘learners’ ability not only to use a certain generic feature in a new writing task but to use it with a keen awareness of the rhetorical context’ (p.303).

Negretti and Kuteeva (2011) argue that genre awareness is closely linked to metacognition, which is defined as ‘the ability to reflect upon one’s knowledge and control one’s thinking’ (Flavell, 1979). They distinguish between declarative knowledge (understanding the theoretical concepts), procedural awareness (translating concepts into interpretation theories) and conditional genre awareness (applying knowledge of concepts to immediate communicative context). They emphasise that fostering conditional metacognitive genre awareness is a key factor in developing learners’ abilities ‘to understand the target genre and to exploit this knowledge in their own writing’ (Negretti and Kuteeva, 2011, p. 108). This recent research has demonstrated how the development of the concept of genre awareness can contribute to the understanding of learning objectives in an ESP genre-based pedagogical context. Fostering meta-cognitive conditional genre awareness (Negretti and Kuteeva, 2011) and teaching learners to perform a genre emerge as important goals of ESP genre-based writing instruction.

Therefore, although Johns (2008) distinguishes the concepts of genre awareness and genre acquisition, both approaches seem to seek ‘to reveal the rhetorical patterning of a genre together with its key features’ (Hyland, 2007, p. 154).

Most of the studies in genre pedagogy have focused on teaching written genres; however, some of the findings seem to be applicable to teaching spoken interaction. The concept of genre awareness as understood in recent research may be a helpful approach in designing tasks aimed at raising awareness of features characteristic of a spoken genre. Moreover, it is important to place emphasis on identifying the language related to the main rhetorical function of the spoken genre of discussion identified in this study as the most relevant for students of political management. Since the main rhetorical function of the genre of discussion is persuasion, my analysis was focused on the lexico-grammatical and phonological features that are vital for this function.

On the other hand, the SFL model of genre pedagogy used in my research addresses explicitly the learning of a genre. The focus of my study was on developing students' ability 'to reproduce a text type which is 'staged' in a predictable way' (Johns 2008, p. 237). It seems to be important to provide opportunities for learners to both become aware of and practise an oral genre seen here as one the main objectives of genre-based teaching and learning. The notion of 'genre acquisition' understood as 'mastering the genre' is another key concept used in pedagogical practice in the present research.

Therefore, the approach to the development of activities in this study is a combination of genre acquisition (mastering the genre) and genre awareness, which reflects the principles of the two genre schools and emphasises the interconnectedness of the approaches.

2.3. Theoretical framework for the research and organisation of the literature review

In this research all three schools of genre are used to develop a theoretical framework for the study examining how the concept of genre can be applied for teaching oral genres (see Chapter 3). Since the stages of the research were based on 'Access routes for the designer' outlined by Swales (1990) (see below), the Literature Review reflects the search conducted with the aim of finding the relevant studies for each of these stages, including the following ones:

- 1) Ethnographic studies (Identifying oral genres for teaching);
- 2) Conducting linguistic analysis of these genres;
- 3) Designing activities for teaching these genres;
- 4) Performing the actual teaching
- 5) Evaluating.

At the same time, while investigating literature, I applied the stages of analysis of unfamiliar genres proposed by Bhatia (1993) in order to select and analyse the spoken genres relevant for the students. The following steps of Bhatia's investigation of unfamiliar genres were considered to some extent:

- * Surveying the existing socio-linguistic literature;
- * Levels of linguistic analysis, including analysis of lexico-grammatical features, analysis of text-patterning and structural interpretation of the text-genre.

At the stage of identifying genres for teaching, it was vital to understand which oral genres were relevant to the learners' needs in order to create a taxonomy which was used for the ethnographic studies (in Swales' understanding of this notion which includes giving questionnaires to members of a relevant discourse community). The next section provides an overview of oral genres which were considered for teaching to students of Political Science and Political Management.

2.4. Surveying the existing literature on spoken genres in academic settings

In the classification of teaching English for different purposes suggested by Jordan (1997, p.3), English to students of Political Management falls into the category of English for Specific Academic Purposes. In terms of materials design this means that in this project the focus should be on teaching the English needed in academic settings of universities where students will spend their semester abroad. Therefore, research in the area of English for Academic Purposes (EAP) may be considered important for understanding students' needs and problems. This helped to identify some of the spoken genres relevant to the students of political management on the one hand, and to assist in taking a suitable and reliable approach to the design of needs analysis and the data collection on the other. This information was essential for the development of a questionnaire for students who had returned from a semester abroad (Chapter 4 and Appendix 2).

Different surveys into the language difficulties experienced by overseas students in English-speaking universities have shown that oral communication created the biggest challenge (Jordan, 1997, Jamshidnejad, 2011). Although the inability to express themselves adequately in the spoken language was named as the most persistent problem students had, only one rhetorical situation, namely participating in seminars, was specified. At the same time, it may be expected that giving presentations and taking part in meetings can be of particular relevance to students in the academic environment.

Another rhetorical situation, which was described by McKenna (1987), deals with asking questions during a lecture. Benesch (1996) takes a critical perspective on the social context of academic communicative events and shows that difficulty in asking questions may not only be caused by lack of proficiency, but by 'the unequal power in the workplace and academia' (Benesch, 1996, p.723). This is an example of the socio-critical perspective of genre (see Section 2.8) which is reflected in the design of the questionnaire for students who returned from their studies abroad (p.15).

Basturkmen (1998, 2002) investigated MBA discussion classes and seminars, pointing out that 'the ability to participate in and follow academic discussions can be critical for students' (Basturkmen, 1998, p. 63). Thus it was essential to include discussions and seminars in a list of potential important genres compiled for the questionnaire.

Biber et al. (2002) use the term 'register' to describe different types of written and spoken discourse that international students encounter in US universities. The following speaking-related rhetorical situations in the US academic environment were examined in their studies: service encounters with departmental staff, class management talk, office hours, study group, and labs. The finding that was relevant for the students in my project was the fact that 'classroom teaching in the US is much more involved and interactive and less fully-scripted than prepared speeches including lectures' (Biber et. al, 2002, p.29). Therefore the questionnaire (Chapter 4 and Appendix 2) needed to include a part about students' encounters with interactive classroom teaching. Another finding of this research essential for the project was the fact that there is 'a strong polarization between spoken and written registers' (Biber et. al, 2002, p.41). This meant that

methods of analysis of spoken genres were expected to be different from the ones used in analysing writing.

Since genre theory has a limited repertoire to offer for analysing spoken genres, it may be worthwhile to review other linguistic theories which may provide useful tools for the analysis of speaking. Indeed, in a report on a multi-cultural workshop for discussing genre-based methodology Dudley-Evans and St John (1998) emphasised that despite being empowering and enabling, the genre-based approach may be prescriptive and even restrictive, 'especially in the hands of unimaginative teachers' (p.310). This means that teachers need to be creative in applying this approach and are expected to employ their knowledge and experience to make it effective.

2.5. Surveying the sociolinguistic literature

Surveying of the sociolinguistic literature seemed to be one of the best ways of identifying genres that are specific for the discourse community of political managers. It was felt that this might also help to obtain descriptions of authentic texts for modelling. The most obvious of genres essential for the needs of the students' future work were the genres of public speaking which have been studied both in sociology and sociolinguistics. These include: debates, public speeches and political interviews. Chilton (2004) views public speeches as part of parliamentary language. He also provides a study of political interviews for the 'Today' radio programme, specifying features of the language typical for an interview of this kind. Heritage and Greatbatch (1986) analysed political speeches at British party conferences and demonstrated that three main rhetorical devices (contrast, the three-part list and puzzle solution) were associated with nearly 70% of the applause produced in response to political speeches. This means that the likelihood that the speech will be applauded

depends on the use of rhetorically formatted sentences and 'not on the speech's content regardless of rhetorical structuring' (Heritage and Greatbatch, 1986, p. 149). This finding is relevant to the discourse analysis of politics-related oral genres, since it draws attention to the significance of rhetorical devices for the effectiveness of communication.

In addition, it was important to investigate the views of socio linguists specialising in political discourse. Since antiquity, political discourse has been called political deliberation and two major genres identified since the time of Cicero are deliberative oratory and conversation. The conversational model has been at the core of deliberative democracy because its main principle has been to maintain the equality of participants, which means that 'each individual has the same symmetrical rights to various speech acts, to initiate new topics, to ask for reflection about the presuppositions of the conversations' (Benhabib, 1996). Deliberative oratory, on the other hand, is aimed at defeating an opponent, 'to prove one's own case and demolish the adversary's' (Cicero, 1971). Remer (2008) argues that since deliberative oratory is public and directed primarily toward the masses, it plays a greater role in politics than conversation. Nevertheless, from the point of view of the future of the students of political management, taking part in political conversations may be inevitable for many of them, and including this genre in a course of activities for teaching may be seen as essential.

Political conversation or political deliberation are genres which may be seen as variations of the genre of discussion, which is defined as 'an alternately serious and playful effort by a group of two or more to share views and engage in mutual and reciprocal critique.' (Brookfield and Preskill, 2005). Discussion is considered to be an important way for people to 'affiliate with one another, to develop the sympathies and skills that

make participatory democracy possible' since all participants in a democratic discussion 'have the opportunity to voice a strongly felt view' (Brookfield and Preskill, 2005 p. 35). On the other hand, some researchers (e.g. Bridges, 1988) emphasised that there is a difference between a conversation and a discussion in that discussion is concerned 'with the development of knowledge, understanding or judgement among those taking part' (Bridges, 1988, p.17). This genre is important for the needs of the students' of Political Science because developing an ability to formulate arguments clearly and to respond to judgements of participants in a discussion is essential for them both in the academic settings and at a potential workplace.

In conclusion, surveying the existing literature aimed at obtaining a description of target spoken genres has helped to identify the spoken genres relevant to the needs of the students on the course which is the subject of this research. It is important to distinguish between the academic genres, such as giving presentations, participating in seminars and discussions, asking questions during lectures on the one hand, and the professional genres, such as debates, interviews and speeches on the other. This information was important for creating a questionnaire (Appendix 2) for students who had returned from semester abroad. At the stage of data collection it was revealed that the genre of discussion was considered to be most vital to the learners' needs by the staff and the students (see Chapter 4).

2.5.1. Politics-related television discussions

This part of the Literature Review is focussed on politics-related discussion since it was used to exemplify the genre of discussion for the students of Political Management and Political Science. Both in media studies and in some areas of linguistics (e.g. pragmatics) television discussion is considered to be a generic variant of the talk show genre (e.g. Mittell,

2004; Lauerbach and Aijmer, 2007). Interaction in television discussion shows may be defined as a mediated argumentative sequence performed for an audience (van Rees, 2007; Hess-Lütich, 2007). Thus, one of the characteristic features of such interaction is the exchange of arguments arising when 'one interactant explicitly challenges another's claims' (Lauerbach and Aijmer, 2007, p. 1335). The presence of a moderator or a host is another distinctive feature of this genre variation. The functions of a moderator include 'greeting and bidding farewell to the audience, introducing and justifying the discussion topic at the outset, summing up and evaluating the conversation results at the end (Hess-Lütich, 2007, p.1364). Television discussion is also characterised by the 'multiple communicative orientations of speakers and addressees' (Hess-Lütich, 2007, p. 1361), which reflects the fact that the audience consists of several groups of listeners, including the host, other speakers, and television viewers. The social purpose of politics-related television discussion is persuasion and information on the one hand, and entertainment on the other, and in this respect it lies somewhere between 'infotainment and confrontainment' (Lauerbach and Aijmer, 2007). Livingstone (1994) argues that discussion programmes 'may be seen to act communicatively as a forum for the expression of multiple voices or subject positions' because they express 'a diversity of views on issues of political significance' (p.433).

Methodologically, this genre is usually studied from the point of view of discourse analysis as well as argumentation theory. In this research, discussion is seen as a 'constellation of genres' (Swales, 2004) patterned on the argumentative discussion. Here the discourse analysis approach is used which defines discussion as a genre in which 'people take up positions, pursue arguments and expound on their opinions on a range of matters, with or without some sort of lead-figure or chairperson' (Carter and McCarthy, 1997, p.10).

Thus this part of Literature Review helped to obtain the description of the genre of politics-related discussion to enable the selection appropriate texts for modelling at the stage of teaching (see Appendix 2). The next section of the Literature Review concentrates on examining approaches to the discourse analysis of spoken genres and the genre of discussion in particular.

2.6. Linguistic analysis of spoken genres

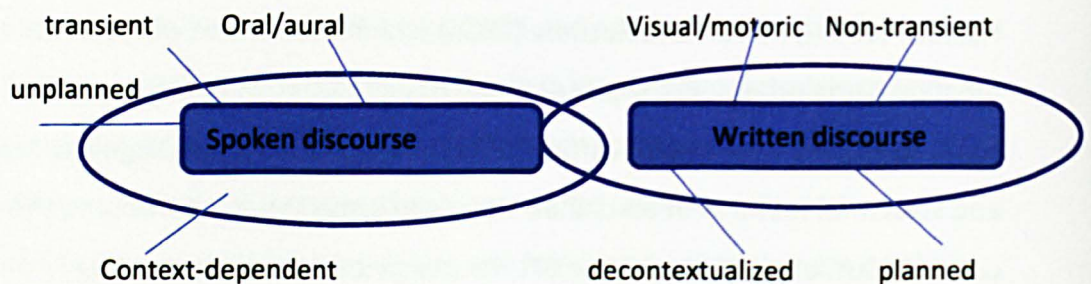
The main approach, used for the analysis of the corpus of texts selected for modelling the genre of discussion, was the genre theory developed by Halliday (1994), Martin and Rothery (1986) within the context of systemic-functional linguistics (SFL). It places emphasis on the 'relationship between form, function and context' (Coffin, 2001, p.109) and examines linguistic and structural features of texts that 'share the same general purpose in the culture' (Butt et al, 2000, p.9). In SFL, language is seen as constructing three kinds of meanings or meta-functions: ideational which refers to the content of texts, interpersonal, which refers to speakers' interaction, and textual, which relates to the organisation of texts (Halliday, 1978). Yet, it is important to realise that spoken genres have an additional phonological dimension which should be taken into account in analysing each of these meta-functions, and this will be discussed below (Section 6.2).

2.6.1. The difference between written and spoken genres

On the whole, in order to be able to conduct a comprehensive genre analysis of texts for teaching and identify the features which should be taught in teaching-learning cycles, it is important to understand the fundamental differences between oral speech and writing. The general view has been that the spoken form is primary, since almost everybody has the ability to speak, while the written language exists only in literate

societies and therefore has a higher status. Hughes (2011, 2nd edn) pointed out the following aspects which differentiate the production of oral and written discourse: oral discourse is context-dependent, transient (a word is spoken once and cannot be reduplicated), dynamic, unplanned and oral/aural, whereas written discourse has to some extent the opposite characteristics, since it is decontextualized, non-transient, static, planned and visual/motoric (Hughes, 2011, 2nd edn, p.10). These features of spoken and written discourse are presented in a diagram (see Fig. 2.1).

Figure 2.1. Aspects of production (from Hughes, 2011, 2nd edn, p. 11)



A number of studies have explored the relation between spoken and written language. De Vito (1964, cited in Tannen, 1982) compared articles and oral speech of academics answering questions about their research and found that written language had greater lexical density, more nouns and adjectives, that it was more abstract and contained fewer finite verbs. Studying samples of the written and oral speech of a university lecturer, O'Donnel (1974, cited in Tannen, 1982) found that there were more gerunds, participles, passive forms as well as modal and perfective auxiliaries in written than in spoken speech. At the same time, oral samples contained more noun clauses, infinitives and progressive auxiliaries. Some researchers (e.g. Tannen, 1982) have argued that spoken language is simpler than writing because of the syntactic complexity expected in written texts.

Halliday (1994a) emphasized that spoken and written speech differ 'in their preferred patterns of lexico-grammatical organization' (p. 65). Halliday's (1979) examination of differences between spoken and written speech has demonstrated that 'spoken language is characterised by complex sentence structures with low lexical density (more clauses but fewer content words per clause); written language by not so complex sentence structures with high lexical density (fewer clauses but more high content words per clause).' Halliday (1994a) has shown that nominalizations and nominal clauses typical of written texts are replaced by syntactically related clauses in oral speech. This finding is significant for my project since it draws attention to the importance of designing exercises which could show the contrast between writing and oral speech in terms of the textual function.

Biber's (2006) findings from the analysis of university textbooks and classroom teaching can be considered as confirming Halliday's (1994) views on written language as product-oriented and spoken language as process-oriented. Biber (2006) points out that verbs used in textbooks are predominantly 'weak with minimal lexical meaning' and that they link complex nominal phrases with embedded prepositional phrases. This is in line with Halliday's (1994a) finding that 'the written variant tells the story in nouns', while 'the spoken version tells it in verbs' (p.65). An important implication of these findings for the design of activities in this project is that it is essential to draw students' attention to these features both at the stage of deconstruction of texts and genre analysis and at the stage of co-construction when exercises for paraphrasing written texts can be used.

One of the main distinctions between written and oral speech is the numerous phenomena which are classified as ungrammatical by some linguists (e.g. Plum, 1988) and which include hesitation, such as um and ah; false starts and self-corrections at all levels and ranks of linguistic system;

elaborations introduced by *I mean*; hedging expressed by *sort of*, *likely*, repetitions, and other non-grammatical incidents of speech. Halliday (1994) pointed out that it is these features 'which dominate spontaneous speech and give it its distinctive structure and feeling' (p.63). On the other hand, he considered many of them to be 'the discarded first attempts which are merely trivial' (Halliday, 1994a, p.63). Nevertheless, recent studies of some of these features have shown their value and significance for creating different types of meanings in discourse. Aijmer (2009), for example, has explored the function of *well* and has shown that this utterance particle is used for expressing deliberative meaning (choosing what to say) and as an intersubjective dialogic marker to signal uncertainty or power. It can be employed with the rhetorical function 'to challenge expectations or beliefs attributed to the hearer' (Aijmer, 2009, p. 4) and therefore serves an important function of creating coherence in spoken discourse. Other researchers explored the function of linguistic repetition and showed its relevance as a means of coherence and the global structuring of spoken discourse (van Dijk et al, 1972 cited in Fortanet and Belles, 2005). Thus it may be argued that in SFL terms, such features play a vital role in the realization of both interpersonal and textual function in spoken genres.

The difference between oral and written speech which has been explored so far focused on lexico-grammatical features. However, Hughes (2011, p.7) identified three levels of oral discourse ("sound", "structure", "organisation and behaviour") which should be studied when researching speaking. Each of the areas has several corresponding fields of study: sound is studied in phonemics, phonetics and prosody (intonation studies), while structure is researched in phonology, lexical/ vocabulary studies, morphology, syntax and grammar. The level of organisation and behaviour is examined in psycho and socio linguistics, pragmatics, kinesics as well as

in discourse and conventional analysis. This shows the complexity of speaking for research and the importance of including different tools in the analysis of oral speech in order to obtain a comprehensive picture of a spoken genre.

2.6.2. Analysis of prosodic features

Prosodic features such as intonation; rhythm and pausing are of great importance for oral communication and should be included in any genre analysis of spoken language.

2.6.2.1. *Halliday and Greave's ideas (2008) of systemic phonology*

For the purposes of this research it was felt that Halliday and Greave's systemic phonology could be used as a framework for the analysis of oral texts to be selected for teaching students.

Halliday and Greaves (2008) showed the central role of intonation in creating meaning in language. They have developed systemic functional phonology which links the three meta-functions of systemic functional grammar (the ideational, the interpersonal, and the textual) with the intonation systems. Intonation is defined as 'a continuous melodic movement punctuated by moments of relative prominence' (p.73). The three phonological systems involved in making meaning through intonation are tone, tonality and tonicity.

The system of tones in the English language consists of five primary tones, realized by movements in pitch as follows:

Tone 1 – Fall

Tone 2 – Rise

Tone 3 – Level rising

Tone 4 – Fall rising

Tone 5 – Rise falling

(Halliday and Greaves, 2008, p.44). This system is involved in construing interpersonal meanings since it is related to the systems of mood, polarity and modality and therefore is an important component of the interpersonal meta-function which allows us to enact social exchanges with others. The choice of correct intonation may, in certain cases, be essential to the making of meaning, with defects in intonation giving rise to misunderstandings. An example is when the flat tone generally used by the Germans and Russians in their native languages is taken as a sign of unfriendliness when used in English.

2.6.2.2. *Interpersonal meanings conveyed by intonation*

The findings of Tench (1996) and Halliday and Greaves (2008) were used to investigate how the inter-personal function is expressed through intonation. Interpersonal meanings relate to different tones which help to convey the attitude of the speaker towards the listener and towards the content of his/her own message. Halliday and Greaves have identified different attitudinal meanings that are associated with the five primary tones in English: a strong attitude for a rise-fall, reserved for a fall-rise, non-committal for level rising, challenging for a rise and neutral for a fall. In addition, Tench (1996) argues that the effect of attitude is mainly to be found in the extent of fall. A wide falling tone (falling from a higher pitch than normal, to low) denotes surprise, intensity, something unexpected, whereas a narrow falling tone denotes mildness and something expected. The wide falling tone is used to show friendliness and politeness, whilst replacing it with a narrow fall may be interpreted as hostility. At the same time, Tench (1996) points out that the wide falling tone is used to make both exclamations and denials and 'indicates the speaker's knowledge and certainty in respect of information' (p.96), while a rising tone indicates a deference to the other person's presumed knowledge. Tench (1996) argues that in general terms, 'a fall indicates the speaker's dominance, a rise the

speaker's deference' (p.96). The fall-rise is considered by Tench (1996) an important tone for highlighting and drawing attention to adjuncts.

An analysis of attitudinal tones in the extracts selected for this research was performed (see Chapter 5) to find examples of their different use by speakers.

2.6.2.3. *Textual meanings conveyed by intonation*

One of the most important functions of intonation is organising textual meanings through the systems of tonality and tonicity. Tonality divides spoken discourse into separate individual intonation units containing one piece of information, which in an unmarked case coincides with a single clause. However, linguists (e.g. Brown and Yule, 1983; Tench, 1996) emphasise that it is the speaker who determines the management and perception of information and therefore the intonation structure of spoken discourse depends on the speaker's choices. Intonation units contain one tonic syllable characterised as having the maximal unit of pitch. In a case of unmarked tonality an intonation unit coincides with a clause.

Another intonation system used to organise textual meanings is tonicity which is the focal point of intonation defined as 'the range of choices in the position that the tonic syllable can have in a given intonation unit' (Tench, 1996, p.56). Halliday and Greaves (2008) point out that tonicity helps to establish the information focus in an utterance and to distinguish between the given information and the new (the theme and the rheme). In the unmarked case the given is presented first and the new last, so the information focus is typically on the last lexical item. Sentences from the extracts were analysed to identify cases of marked and unmarked tonality and tonicity.

One more function of intonation in expressing textual meanings is binding the information together. Two aspects were considered here: using tones to link clauses in clause complexes and using pauses to show the end of an utterance or a phonological paragraph. Students need to be made aware that in English a falling tone is normally used at the end of a declarative sentence and a longer or an extended pause signifies the end of a phonological paragraph. In addition, it should be pointed out that level rising tone is used for yes/no questions, lists and for expressing the relationship of coordination (see analysis in Chapter 5).

There has been comparatively little attention to the role of discourse intonation in speech genres. Trench (1990) discusses the stylistic potential of intonation in the description and categorization of genres of spoken English. In particular, he points out that such speech events as news reading are characterized by a slow tempo, a predominance of falling and low-rising intonation patterns.

2.6.2.4. Brazil's theory of discourse intonation

Brazil (Brazil et al, 1980, 1997) developed the theory of discourse intonation, which involves the placing of nuclear stress on the syllable within the tone group seen by the speaker as the most important in terms of the wider context of an utterance. The two tones between which the speaker is expected to choose are proclaiming and referring tones. A 'proclaiming' tone is a falling tone 'p' which signals that information is in some way new from the listener's point of view, whereas a 'referring tone' is a fall-rise 'r' used to signal that information is in some way shared or 'given'.

Brazil's theoretical framework was used by some researchers to study phonological features of spoken genres. For example, Nihalani and Tay (1998) investigated the role of intonation patterns within the genre of

news broadcast. The conclusion they arrive at is important for the approach taken in this work as they emphasize that 'studies in discourse intonation should acknowledge the differences between various genres' and that 'the focus should go beyond utterances' (Nihalani and Tay, 1998, p. 29).

2.6.2.5. *Framework for the analysis of phonological features used in this research*

This study uses the SFL (Halliday and Greaves, 2008) model of intonation because it provides a clear framework for identifying specific phonological features important both for the awareness and the acquisition of the genre of discussion. The analysis is focused on identifying intonation patterns which express textual and inter-personal meta-function in the corpus of TV discussions (see Chapter 5).

2.7. Approaches to the Analysis of Spoken Discourse

2.7.1. Researching clause complexes in spoken genres

Another important aspect of analysing genres as texts is the identifying of specific lexico-grammatical features typical of spoken genres. There have been few studies in applied linguistics which used SFL for researching spoken genres. One which was considered to be important for this study is a PhD dissertation by Plum (1988) who used SFL to examine spoken genres in order to study to what extent linguistic choices made by speakers are conditioned by contextual ones. In his research, Plum used a typology of genres suggested by Martin and Rothery (1986), which includes three narrative-type genres: recount, narrative and thematic narrative; and two expository type genres: report and exposition. The focus of his research was on the textual function and in particular on the relations within clause complexes in spoken speech. 'Clause complex' is a term in Systemic Functional Grammar which means a unit of speech consisting of one or

more clauses (Butt et al., 2000). Plum (1988) studied the following categories of interdependency of clauses: parataxis and hypotaxis on the one hand, and expansion and projection on the other. The categories of the system of taxis characterise logical structures in language, and parataxis concerns 'the relation between two like elements of equal status', whereas hypotaxis concerns 'the modifying relation between a dependent element and the element on which it is dependent' (Halliday, 1985, cited in Plum, 1988, p.118). In the case of expansion, the secondary clause expands the primary clause by elaboration (restating, specifying, etc.); extension (adding, excepting, alternating); and enhancement (qualifying by time, place, cause). In the case of projection from verbal and mental processes, a primary clause of a mental or verbal process type is said to project a mental or a verbal event through a secondary clause (see Plum, 1988, p.119). In addition, Plum (1988) distinguished embedded clauses, which are not considered to be the same rank as clause complexes linked by taxis or projection/expansion relations, as 'they are doing service within a group' (Butt et al., 2000, p.168). Findings of this research have shown that 'of the two most obviously 'contextual' factors, i.e. genre and assessment task prompt question (assessment task prompt), only genre is significant in the choice of taxis' (Plum, 1988, p.377). This finding is significant for my project since it draws attention to the importance of researching clause complexes in different texts, for the purposes of identifying important features in genres pertinent to the needs of the students of political management.

2.7.2. Results of research into written academic genres that can be used for studying spoken interaction

Although most studies of academic genres focus on academic writing (e.g. Flowerdew, 2002; Hyland, 2000; Hewings, 2001), it was useful to examine their findings and make an attempt to investigate to what extent they could be applied to the relevant spoken genres. In SFL terms, the

interpersonal function may be assumed to play one of the leading roles in spoken genres since they are interactive and audience- and listener-oriented, and for this reason it is of interest to see how this function is expressed in academic writing. In this respect Hyland's research on how authors make research articles interactive may be of importance. Hyland (2001) describes the approaches authors take to involve the reader in the communication process and specifically studies the use of addressee features (Hyland, 2001), questions (Hyland, 2002a) and directives (Hyland, 2002b). For example, as in research articles, it is essential for students to present their arguments, findings and interpretations in their oral presentations in ways that listeners find both credible and persuasive. For academic writing Hyland (2001) compiled the following list of categories that are important for signifying awareness of audience: inclusive pronouns (first and second person), imperatives, obligation modals referring to actions of the reader (*must, ought to, should, have to, need to*), indefinite pronouns, reference to shared knowledge, rhetorical and real questions, structure *it is* (adjective) *to do* directing readers to a particular action, and asides addressed to the reader marked off from an on-going flow of text. Using the method of frequency count of these features in the analysis of the interpersonal function in spoken genres appears to be an important element of genre analysis at the stage of deconstruction of teaching-learning cycles.

2.7.3. Researching discussions

In this section I examine some key ideas which could inform the analysis of the genre of discussion. Since a discussion is a type of a conversation, it was essential to review various linguistic approaches to studying spoken interactions.

The general approach is based on the systemic-functional perspective which models conversation both as purposeful behaviour and as a process

of making meanings. It is of importance to take into consideration the interactive nature of discussions and the fact that meaning is co-constructed by participants. The ideas of SFL provided a theoretical framework for the discourse analysis of lexico-grammatical and phonological features (Chapter 5). In this project emphasis was laid on the analysis of the textual meta-function in order to reveal the features which help to organise information effectively, because 'being able to control the expression of ideas through textual grammar is critical to the development of the higher level literacies students need both in education and employment' (Butt et al, 2000, p.156).

The three meta-functions used by systemic functional linguists help to understand the organisation of both language and context, which refer to the above mentioned level of "organisation and behaviour" identified by Hughes (2011 2nd edn) as one of the three most important levels of oral discourse. The three register variables of field, tenor and mode 'describe the major dimensions of any situations which have systematically predictable linguistic consequences' (Egins and Slade, 1997, p.51). One of the most important meta-functions for the analysis of oral genres, according to Egins and Slade, is tenor and patterns of interpersonal meaning in discussions. In addition to grammatical patterns, which have to do with the mood and polarity of the clauses interactants use, there are semantic patterns, which can be revealed by studying attitudinal vocabulary used by conversationalists; discourse structure patterns, which deal with the choice of speech function (such as 'demanding', 'challenging', 'contradicting' or 'supporting'), and generic structure patterns, which help to understand stages of a communicative act.

Political discussion is a genre in which persuasion plays a very important part. In order to examine the tactical possibilities of language in this genre

I explored which approach was taken to categorising persuasive devices in the '*Handbook of Persuasive Tactics*' (Mulholland, 1994) which presents over 300 tactics drawn from research studies in communication, discourse analysis and pragmatics. The book shows how language can be used effectively for achieving the aim of communication.

2.7.4. Using concepts of pragmatics to define categories of pragmatic meta-discourse

One of the areas of studying oral communication which was taken into account in the analysis of discussion was speech act theory and pragmatics (e.g. Grice, 1989) which is concerned with 'how the interpretation of language depends on the real world' (Paltridge, 2006, p.3). This method can provide analytical tools for investigating 'the appropriateness of utterances in relation to various situational contexts' (Burns, 2001, p. 201).

2.7.4.1. Textual meta-discourse

In this respect an attempt was made to apply ideas expressed by Hyland (1998) on pragmatics of academic meta-discourse. The taxonomy of textual meta-discourse employed by Hyland (1998) for analysing academic written texts may be adapted for the purposes of classifying different means of organising spoken discourse. Hyland's (1998) approach to classifying textual themes involved pragmatics and the notion of the speech act in relation to academic writing. Hyland (1998) used the term 'pragmatic meta-discourse' to refer to 'non-propositional aspects of discourse which help to organise prose as a coherent text and convey a writer's personality, credibility, reader sensitivity and relationship to the message' (p. 438). This approach seems to be extremely valuable for analysing spoken discourse since it helps to focus attention on the speaker's 'linguistic and rhetorical manifestation in the text' (Hyland, 1998, p. 440), and to examine linguistic means by which speakers achieve their communicative purpose. Hyland (1998) distinguishes between textual and interactional meta-discourse

which reflects the Hallidayan SFL approach to the analysis of the three meta-functions.

The following categories of textual metadiscourse that have been used by Hyland (1998) seem to be useful for examining the textual meta-function in spoken interaction: logical connectives, which express semantic relations between main clauses and frame markers, which explicitly refer to discourse acts or text stages.

The category of logical connectives helps readers 'interpret pragmatic connection between ideas by signalling additive, resultive and contrastive relations' (Hyland, 1998, p. 442). It can be expanded to include the sub-category of conditional relations in order to take into account one more type of logical relations between clauses in spoken discourse. In broad terms, this category has something in common with the notion of parataxis and hypotaxis in clause complexes, although the emphasis is laid on the role of the connectives in creating meaning in a speech act.

The second category is frame markers, which are 'explicit references to text boundaries or elements of schematic text structure, either introducing shifts in the discourse or preparing for the next step in the argument' (Hyland, 1998, p.443). While its two sub-categories of 'sequencing' and 'announcing the discourse' seem to be useful for analysing spoken interaction, my study helped to identify three more groups to describe oral communication. These are 'stating the intention of giving or demanding information', 'focussing' and 'insisting on carrying on when interrupted'. All of these sub-categories of meta-discourse refer to an organisation of discourse acts and therefore can be seen as salient parts of the category of frame markers.

2.7.4.2. *Emphasising rhetorical features*

Another type of rhetorical features was introduced in the present research to accommodate the meanings expressed in the genre of political discussion. These are 'emphasising rhetorical features' which reflect the rhetorical function of persuasion that may be considered the key function in an argumentative discussion. The analysis of these features can shed light on linguistic means used by speakers to emphasise their ideas and highlight salient points in an argument. In SFL terms, this group of features is concerned with the way the theme, or the given, is emphasised in an utterance. Indeed, the theme is 'what the message is concerned with: the point of departure for what the speaker is going to say' (Halliday, 1994 a, p.38) and in an unmarked case it precedes the rheme, or the new. However, in an argumentative discussion the speaker may need to draw attention to the meaning of the whole utterance or to the 'point of departure'. Therefore, it is argued here that these kinds of features can also be called thematic emphasisers.

It is suggested that emphasising rhetorical features can be sub-divided into several groups depending on the language structures used for emphasis. The first group is cleft sentences which provide a special syntactic means to structure a message in such a way that attention is drawn to the theme. Different types of cleft sentences are examined, including it-cleft, wh-cleft, all-cleft, inferential cleft, there-cleft and if-because cleft. Two other groups are also based on specific syntactic structures and are characteristic only of spoken language. These are Heads and Tails (the terms are taken from Carter and McCarthy's (1997) glossary of important terms for describing spoken language). Heads is a language structure which involves placement of a topic theme at the front of a clause, while Tails is when the topic theme is inserted at the end of a clause to amplify what has been said. Rhetorical questions may be seen as another group of emphasising

rhetoical features since their function is to draw attention to provided information or expressed ideas. One more group, which has been identified in the present research, is Repetition, which is also used for highlighting meanings. Another item in this category is taken from '*Handbook of Persuasive Tactics*' suggested by Mulholland (1994) and is called 'Accumulation'. Its function is to add more information or ideas, and the linguistic means used to express it include semantic chains.

2.7.4.3. Inter-personal meta-discourse

Hyland's (1998) approach involving pragmatics and the notion of speech act is used in the present study to identify the categories of metadiscourse which relate to expressing inter-personal meanings in spoken interaction. The examination of this meta-discourse can help to identify resources used by speakers to position themselves in relation to each other, to the audience and to experiential meanings they express. At the same time, the analysis conducted in Chapter 5 draws on the concept of tenor (Halliday, 1978; Butt et al, 2000) and SFL which helps to identify grammar revealing social relationships in an interaction. The following categories are used for the analysis:

- Hedges are used to describe the strategy when a speaker or writer wishes to avoid coming straight to the point or to avoid speaking directly.
- Emphatics, such as 'of course', 'definitely' imply certainty and emphasise the force of an utterance.
- Attitude markers express the speaker's attitude to textual information, and include judgement, e.g. expressing an opinion, agreement/disagreement, affect and appreciation, as well as graduation and engagement.
- Person markers reflect the level of personal involvement which is judged by the frequency of first/second/and third person pronouns.
- Back channelling refers to noises and short verbal responses made by listeners. It acknowledges the incoming talk and provides response.

2.7.5. Using methods of Conversation Analysis

The analysis of discussions planned to include studying Turn Constructional Units (TCUs) suggested by Sacks et al. (1974) within Conversation Analysis as this helps students to understand how to start and end their turns. In CA (e.g. Sacks et al, 1974; Schiffrin, 1994) oral communication is seen as a sequence of turn-construction units of different types.

2.8. The Socio-critical approach

A socio-critical approach to materials design was taken in the selection of topics for discussions. Indeed, the choice of the topics was determined by the topicality of issues for the students. For example, one of the problems Germany is now facing is the lack of women in leading positions and the gap between earnings of male and female workers. According to the popular press, there are only two per cent of women in top management and a traditional attitude to men as breadwinners persists in the society. In particular, this is reflected in disparity between men's and women's earnings for the same job. (e.g. Deutsche Welle, 2012). Another problem vital for Germany is creating a genuinely multi-cultural society, while also taking into account the interests of various immigrant communities living in this country. (e.g. The Economist, 2007). Texts for modelling in this study included these topics. Studying the ideational function of such texts revealed whether and how these topics were discussed and which opinions were expressed by different interlocutors. At the same time these topics were offered to students for role plays, discussions and debates.

2.9. Issues Related to the Pedagogical Practice

2.9.1. Types of Needs Analysis

This part of the literature review addresses the practical issue of searching for the best way of identifying oral genres relevant for teaching ESP students (research question 1a).

Needs analysis has been used as a starting point for syllabus and materials design in ESP and EAP (see Hutchinson and Waters 1987, Jordan 1997, Dudley-Evans and St. John, 1998). Different terms describing needs have been introduced which reflect various factors and perspectives. Hutchinson and Waters (1987) use 'necessities', 'wants' and 'lacks' to differentiate between different needs. 'Necessities' are the requirements of the target situation, while 'lacks' are the difficulties experienced by the students (the gap between target proficiency and what is known already).

There are objective and subjective, and perceived and felt needs. Objective and perceived needs (see Brindley 1989, and Berwick, 1989, cited in Dudley-Evans and St. John, 1998) are seen as obtained by outsiders about learners; these facts are usually derived from what is known and can be verified. For example, if a language is being studied to meet the requirements of graduation, then students' needs are objective and perceived. On the other hand, if needs correspond to cognitive and affective factors, such as 'to become confident' and are derived from learners, they are considered to be subjective and felt. In the learner-centred movement (see Nunan, 1988) the subjective needs of learners are of primary importance and include learners' self-knowledge, awareness of target situation, life goals and instructional expectations. Product-oriented needs derive from the goal or target situation and correspond to a target-situation analysis (TSA), whereas process-oriented needs derive from the learning situation and correspond to a learning situation analysis (LSA). In the latter type of analysis, 'target needs' (what the learner needs to do in

the target situation) are compared with 'learning needs' (what the learner needs to do in order to learn). A type of analysis which estimates learners' strengths and weaknesses in language, skills and learning experiences is called a present situation analysis (PSA). The sources of information for this type of analysis are the students themselves, the teaching institution and the place of work or study. The surrounding society and culture are also taken into account. Dudley-Evans and St John (1998) point out that the concept of needs analysis includes aspects of all these approaches and is aimed at obtaining different types of information.

The review has shown that the primary source of information in all of these types of needs analysis questionnaires are learners who intend to take part in the course. However, these learners may not be sufficiently experienced to identify their own needs and an alternative method of obtaining data about oral genres relevant for their studies needed to be developed.

2.9.2. Methodologies for teaching speaking

This section of the literature review is aimed at surveying the existing approaches to teaching oral genres. This is important for answering research question 6 and comparing the method of instruction developed in this research with the available methodologies.

Genre-based methodology has been intensively used for teaching writing (e.g. Cope, and Kalantzis, (1993) Derewianka, B. (1990), Hammond, and Derewianka, (2001), Hyland, (2002), Rothery, (1996), Swales (2004), Swales and Feak (2004), Swales and Feak (2009a, 2009b), Kuteeva (2013)) however, applying it for teaching speaking seems to have received much less attention. An example of materials composed on the basis of authentic spoken texts is a book by Carter and McCarthy (1997) which presents recordings and transcriptions of extracts of oral interactions in different rhetorical situations with commentaries on the situational context and

participants. Nevertheless, the absence of explicit instructions for using them as teaching materials makes their application difficult in pedagogical practice.

An approach that is of interest to the present research, was developed by Rothery (1996). It suggests organising instruction into teaching and learning cycles. The ideas for these cycles are based on the socio-cultural perspective of education, the foundation for which was laid by the work of Vygotsky (1934/1978, cited in Feez, 2001) and Bruner (1990). They emphasised that the role of a teacher is to provide scaffolding or necessary support 'similar to that of an expert supporting an apprentice' (Feez, 2001, p.215).

One of the most influential approaches to teaching speaking in the last thirty years have been Communicative Language Teaching (CLT). It was developed around the ideas of meaningful communication and shifted the emphasis in teaching from accuracy to fluency. The Natural Approach as a member of the set of communicative approaches is underpinned by Krashen's (1982) input hypothesis which argues for the sufficiency of comprehensible input and for the maximum exposure to the target language at a level that is slightly higher than that of the learner's current language competence. The underlying idea of CLT and the Natural Approach is engaging learners in meaningful interaction and enjoyable communication. The teacher is seen as 'a facilitator of exploratory and autonomous learning through negotiation rather than a dominant voice of authority on what is correct' (Hughes, 2011, p. 149). In CLT, one of the main principles for the teaching process is functionalism, i.e. the realisation that 'we make use of sentences to perform a variety of different acts of an essentially social nature' and that language should be put to some meaningful use 'to describe, to record, to classify, or to ask questions, make requests, give orders' (Widdowson, 1972, p.16). Thus the most common speaking activities in CLT are information gap exercises which

help to provide context for the use of language. Fluency activities are those that involve and stimulate natural language use, such as role plays or discussions which are normally performed in groups or in pairs parallel to each other while the teacher monitors. The aim of teaching and learning in CLT is acquiring communicative competence, seen as a broader notion than linguistic competence.

The developments in CLT led to the evolving of Task-Based Language Teaching (TBLT) as its 'strong form' (Thornbury and Slade, 2006, p. 267). Its proponents (e.g. Prabhu, 1987) argued that communicative competence may be achieved if learners are focused on a real-world task from the very beginning. This approach promotes the use of authentic language in task design and active involvement of learners in task completion. A task-based instruction is based around a sequence of tasks, where a task is 'a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed' (Ellis, 2003, p.16). A task is usually built around the negotiation of meaning which is said to play a key role in providing 'the psychological conditions whereby language input becomes intake' (Thornbury and Slade, 2006, p. 267).

These approaches enhance the link between talk in the classroom and the process of language acquisition. However, the main criticism has been that providing meaningful tasks has not been sufficient for promoting conditions for 'fluent, accurate and stylistically diverse talk' (Hughes, 2011, p. 152). Furthermore, TBLT is criticised on the basis that the teacher is relegated to the role of facilitator and manager as opposed to the role of supplier of feedback. To a great extent this relates to the role of teaching accuracy. Since students are mostly left to independent and uncontrolled production of language, their errors in pronunciation, syntactic structures and lexis are rarely corrected. This may be explained by the inadequacy of

feedback a teacher is expected to provide within the methodological framework of this approach.

2.9.3. Assessment as/of learning

2.9.3.1. *Summative and formative assessment*

Assessment is a vital part of the learning process, which serves to measure and identify knowledge and skills gained as a result of the instruction. It may also be seen as an important tool for enhancing learning. Two types of assessment are usually performed in both school and university settings: formative and summative assessments. Summative assessment is focused on the outcomes of a programme and measures learning at the end of a unit. Thus it is aimed at evaluating the results of learning and is also known as assessment of learning. Formative assessment refers to 'frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately' (OECD/CERI, 2008). It is used for evaluating learners' work by means of feedback on students' progress and helps to 'gather information for evaluating the effectiveness of a curriculum' (Scriven, 1967).

2.9.3.2. *The Common European Framework of Reference for assessing language skills*

In the academic settings of a European University language assessment is usually based on the criteria developed in the Common European Framework of Reference (CEFR). It outlines students' levels of language proficiency which are subdivided into three categories: A, including A1 and A2 (basic user); B, including B1 and B2 (independent user); and C, including C1 and C2 (proficient user). Language proficiency is the ability of an individual to perform in an acquired language. In CEFR, levels of language proficiency are described in relation to the levels of learners' competences. Competences are 'the sum of knowledge, skills and characteristics that allow a person to perform actions' (CEFR of Languages, p. 9).

Communicative language competence which is assessed using CEFR comprises several components: linguistic, socio-linguistic and pragmatic. Linguistic competences include lexical, phonological, syntactical knowledge and skills. Socio-linguistic competence refers to 'the ability to use language to fulfil communicative functions in social context' (Green, 2012), which means, for example, the understanding of language rules of politeness, norms governing relations between generations, sexes, social groups, etc. Pragmatic competences 'are concerned with the functional use of linguistic resources' (CEFR for Languages, 2001) and are related to the mastery of discourse, cohesion and coherence. One of the parameters here is fluency which measures the flow of speech.

The CEFR provides descriptors for skills at each of the levels. The following descriptions of oral interaction skills are given for levels B2 and C1 (relevant to the study):

B2: 'can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.'

C1: 'Can express him/herself fluently and spontaneously without much obvious search for expression' (CEFR for Languages, 2001, p. 24).

The present research concentrated on developing descriptors for assessing the genre of discussion that was used both for formative and summative assessment.

2.9.3.3. Self-assessment

In the socio-cultural perspective assessment is seen as an important aspect of learning rather than just a way of measuring progress. In particular, self-assessment is a vital element of the process of co-construction of knowledge since it helps to involve learners as active constructors in the learning process. Dann (2002) argues that self-assessment is also a tool for formative assessment since it helps to 'provide information about the gap

between what has been learnt and what needs to be learnt' and thus assists in modifying teaching and learning activities to improve students' attainment. For my research it means that involving learners in assessing their own and peer performance after discussions is a useful activity which gives them an opportunity to reflect on their progress and develop skills relevant for life-long learning.

For instance, a valuable task is asking students to describe their strengths and weaknesses along with strategies for improvement after performing a task of genre production. The teacher's role in guiding such an inquiry 'is not one of dominance but of discerned nurturing, encouraging learners to interact and engage with ideas in a way which will foster thought and reflection' (Dann, 2002, p. 126). At the same time, conducting formative assessment enables a teacher to perform a role of 'cognitive researcher qualitatively tracking learning where the route and the end point are not clearly known in advance' (Newman et al, 1989). This offers a process through which pupil involvement in assessment can 'feature as part of learning, that is, assessment as learning' (Dann, 2002, p. 153).

2.10. Conclusions for the Literature Review

To conclude, this literature review has elucidated many important issues in relation to developing a methodological approach in this study. It has shown that there is a relative paucity of published research into investigations and teaching of spoken genres. Indeed, it has demonstrated that the focus of the two most influential schools of genre (the ESP and Sydney School) has been on studying writing. At the same time the literature review showed which existing methodology from this area of studies could be modified for analysing the genre of politics-related discussion. Thus the literature review helped to specify the central question of this research 'Could genre-based methodology be an effective

approach for teaching oral genres in the academic settings of a European University (University of Bremen in Germany is seen as representative of European Universities)?' It was also helpful in revealing the potential theoretical framework for conducting the research in order to answer this question.

Another issue that was revealed in the Literature Review concerns the difference between speech and writing. It has been found, that there is no unity among linguists in estimating the complexity of oral genres as compared to written language. Whereas some linguists consider spoken communication much simpler than writing, others (Halliday, 1994, Plum, 1988) point out that oral interaction may be syntactically more complex.

The reason for the scarcity of research into oral genres may be that written genres are more stable and 'non-transient' (Hughes, 2011, 2nd edn), whereas 'ephemeral spoken interactions are difficult to capture' (Belcher, 2006, p.149) and therefore it is problematic to obtain materials for studying and modelling them. However, modern technology, such as digitized video and access to audio and video material on the Internet, facilitates access to speech events. The literature review revealed the studies which can be relevant for selecting the appropriate methodology for analysing oral genres in this research. This relates to research question 3: Which methods of discourse analysis can be used for analysing oral genres for the purposes of teaching?

Another factor in the lack of attention to spoken genres in ESP may be the difficulty of researching multi-level transient communication and the importance of studying such aspects as sound. The review showed that advances in Systemic Functional Phonology may lay the foundations for conducting an analysis of prosodic features in the selected genres. On the

other hand, the literature review helped to pinpoint methodology for identifying lexico-grammatical features in discourse analysis of relevant spoken texts. This gave rise to research question 5: What are the distinct phonological and lexico-grammatical features of oral genres identified as the most important for the students' needs?

In addition, the literature review addressed several aspects relating to pedagogical practice. In particular, it provided information for research question 2 on methods of identifying oral genres and research question 3 on the selection of a corpus for modelling oral genres. Designing materials was another practical issue reviewed in the Literature Review in the section on methodologies for teaching speaking. Thus this section relates to research question 6: How genre-based methodology can be used for designing a set of materials for teaching oral genres.

One of the most important aspects identified in the Literature review was specifying an approach taken in the genre-based classroom. It was revealed that awareness of features of a genre is a premise for the acquisition of a genre. Thus the approach taken in this study is a combination of fostering genre awareness and providing opportunities for genre acquisition (mastering the genre).

Overall, the literature review helped to lay the foundations for the development of the conceptual framework in this study. It revealed that there has not been much research on applying genre-based methodology to teaching oral genres. However, there is the potential for adapting the available resources for teaching oral communication in the academic setting of a university.

Chapter 3: Methodology and Methods

This is a short chapter which provides general information on methodological issues, such as the site, participants and ethical considerations. It also outlines a theoretical framework for the research conducted in three big stages: Ethnographic Studies (see p.54 for the explanation of this term in the present research), Discourse Analysis and Teaching. Detailed information on methods of data collection and data analysis for each of these stages can be found in Chapters 4, 5 and 6.

3.1. Action Research

In general a project can be called action research if it is initiated and carried out by the practitioner. Action research is 'a form of self-reflective enquiry undertaken by participants in educational situations in order to improve the rationality and justice of a) their own social or educational practices, b) their understanding of these practices; c) the situations in which the practices are carried out' (Kemmis, 1988, p.168). All three elements are present in this research and its advantage is that in the end it can give the practitioner an opportunity to 'participate in decision-making about development' (Kemmis, 1988, p.168). It is sometimes argued that action research may lack validity, which implies "the extent to which an account accurately represents the phenomena to which it refers" (Research Methods in Education, 2001, p. 27). Internal validity reflects the extent to which 'the outcomes are a result of experimental treatment' (Nunan, 2001, p.201), whereas external validity looks into the generalizability of research findings to a wider population. Nunan (2001) argues that since action research is aimed at 'describing and interpreting phenomena in context' and the researcher is 'not trying to argue from

samples to population', 'external validity is not at issue' (Nunan, 2001, p.201).

The present research was aimed at improving my pedagogical practice with a possible prospect of sharing this experience with other teachers at Bremen University. This 'self-reflective enquiry' (Kemmis, 1988) has been an important step forward in my understanding both the practices of teaching oral genres in these academic settings and ways of improving them.

3.2. Description of the Setting

3.2.1. Site

The research site was Bremen University of Applied Sciences (Hochschule Bremen) where both ethnographic studies of the relevant discourse communities and teaching took place. English classes were held in 90-minute sessions once a week. In the first round of teaching, classes took place in the specialised computer rooms provided by the language centre, whereas the second time lessons were held in teaching rooms in the department of political management. All rooms were equipped with a whiteboard and an LCD projector, so video recordings could be shown during lessons. The rooms also had Internet access, so it was possible to use online resources during class time.

3.2.2. Participants

In the first round of teaching, participants were two groups of the 3rd semester students of political management consisting of approximately 50 per cent males and females aged between 20 and 28 years. An attempt was made to form the groups according to their proficiency levels using the results of the computer-based quick placement test (QPT) which students were asked to complete before the beginning of the course. There were 12

students in the lower proficiency group with levels from B1 to B2 according to the Common European Framework of Reference for Languages (CEFR) and 24 students in a higher-proficiency group with levels mostly ranging from B2 to C2.

All students in the lower-proficiency group were of German origin, while in the higher-proficiency group there was one student from Italy and one from the Czech Republic, who had come to Bremen University as Erasmus students for one semester.

In the second round of teaching, participants were two groups of students, with 10 students in the lower-level proficiency group and 16 students in the higher-proficiency one. There were two Erasmus-programme students (from Turkey and Lithuania) in the first group.

3.2.3. Information about the curriculum for the course

The English course runs over three semesters and is supposed to prepare the students for studying one semester abroad in a foreign university. Whilst attendance is not obligatory, students get a mark for the course which forms part of their final degree grade. Therefore, their motivation is instrumental.

English language plays a very important role in the department of political sciences. It is used as a language of instruction for two courses for German students studying for a bachelor's degree. The emphasis in these courses is on reading. At the same time English is used as an academic lingua franca with the international students. In addition, many Master's degree courses are in English. Thus the level of English competency of both German and international students is generally high.

The Department of Political Management has a regulation concerning examinations on the English course, according to which students of this

department are expected to be tested at C1 level; however, there is no specification as to which skills are supposed to be assessed. The previous teacher, who had taught the English course for several years, used an essay at the end of the second semester for assessing writing skills and a presentation at the end of the third semester to assess oral skill. As far as methodologies are concerned, the Department of Political Management does not have a special policy regarding materials and the teacher is free to rely on his or her own knowledge and experience.

3.3. Ethical considerations

The research was conducted with the permission of the Head of the Language Centre as well as of the Head of the Department of Political Management in Bremen University.

Observation was one of the main methods of conducting research into the effectiveness of materials designed for ESP students. Students' involvement in the project was paramount and they were seen not only as subjects of the research, but as active participants. At the beginning of the semester they were notified about the aims of the research, the process of conducting it and the way they were going to be engaged. They were encouraged to give regular feedback on the effectiveness of the materials. Additionally, they were informed that the results of the studies were going to be used for improving the materials for teaching speaking on the English courses for political managers and political scientists and might eventually lead to a change of the syllabi. Obtaining students' voluntary consent to take part in the studies was a condition of conducting this research (Appendix 8).

I taught the course myself and thus was involved in the action research with the dual role of a teacher and a researcher. This did not introduce any tension in the issues of confidentiality since the real focus of the research was the effectiveness of materials, and not the students. Students were made aware of the research and the aims of the study were discussed with them.

The information was provided to students in written form. They were notified about the possibility to withdraw from the research (but not from the lesson) at any time. So if a student wanted to withdraw from the research, they were asked to take part in discussions which were not recorded. I provided a written explanation of the purpose of video recording of lessons planned as part of the observation. The video recordings were intended for research and teaching purposes only, and it was specified that they are not to be used for any other purposes. Each student was asked to sign a letter of consent which explained the purpose of video recordings and how they would be used (Appendix 8). There were several cases when students did not give their permission to be video recorded, and the discussions in which they took part were not filmed. Confidentiality was an important ethical issue which was given careful consideration in the project. None of the participants' names were used in research accounts, instead pseudonyms were given in the transcripts of the students' discussions. At the same time none of the students' identities were described in such a way that they may be recognised. There was an option for the students to provide feedback on materials and lessons anonymously in written form.

3.4. Theoretical Framework for the Project

The theoretical framework for the project takes into account the perspectives of all three schools of genre described in the Literature review

(the Sydney School, the ESP approach and the New Rhetoric School). Indeed, since the task of the present work is to use the concept of genre both for researching and teaching oral genres, it was essential to investigate how different understandings of this concept can contribute to the developing of a methodological approach relevant to theoretical studies as well as pedagogical practice.

To a very substantial extent this work is based on the ideas of genre-based teaching, which grew out of Systemic-Functional Linguistics (the Sydney School). The text-based approach suggests that 'language occurs as whole texts which are embedded in the social contexts in which they are used' (Knight, 2001, p.162) and that language is learnt through working with texts which exemplify different genres. In genre methodology, emphasis is laid on the texts belonging to the genres relevant to the educational goals of students.

The educational goals of students of political management may be viewed as part of English for Specific Purposes (ESP). In this area, genre is defined not only as linguistic and structural features of texts 'which share the same general purpose in the culture' (Butt et al, 2000, p.9), but as 'a recognisable event [...] identified and mutually understood by members of the professional and academic community' (Bhatia, 1993, p.11). It is emphasised that text-types should be recognised by a 'discourse community' which is a 'group of people who share certain language-using practices' (Swales, 1990).

While both of the above mentioned schools of genre place the emphasis on researching writing, the New Rhetoric School argues that 'a rhetorically sound definition of genre must be centred on the action it is used to accomplish' (Miller, 1984, p. 151) and concentrates on researching the

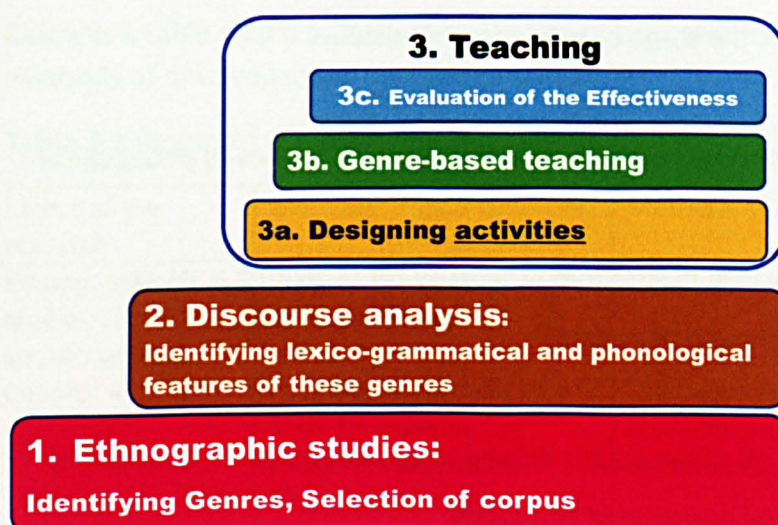
typified rhetorical actions. This understanding of the concept of genre helps to concentrate on researching oral genres seen as recurrent rhetorical situations in which students have to participate in oral interaction.

The ESP orientation described in the Literature Review was instrumental in my project for designing steps of the research. Access routes for the designer described by John Swales (1990) were used to construct the following stages:

- 1) Ethnographic studies of the relevant discourse community; identifying oral genres relevant to the students' needs;
- 2) Discourse analysis: identifying lexico-grammatical and phonological features of these genres
- 3) Designing activities to teach the identified oral genres
- 4) Genre-based teaching, introducing changes into the syllabus
- 5) Evaluation of the effectiveness of using genre-based methodology for teaching speaking

These can be presented as steps towards the main objective of the research (research question 1).

Figure 3.1 Stages of the research



The research was implemented in three stages specified above:

Ethnographic Studies, Discourse Analysis and Teaching. It is important to emphasise here, that although 'ethnography' is used in my research in the sense implied by Swales (1990, p.68), which includes interview and questionnaire in ethnographic methods, the present investigation was not ethnographic in the usual sense. The stage of teaching includes phases of designing speaking activities, genre-based teaching and evaluation of the effectiveness. Each step of the research was a foundation for the next one, while at the same time it also helped to answer research questions essential for that particular stage.

Stage 1 answers two separate research questions:

research question 2: 'what is the best way of identifying oral genres relevant to ESP students' needs'; and research question 3: 'which on-line resources are suitable for modelling these oral genres.'

Stage 2 provides answers to the theoretical questions:

Research question 4: 'which methods of discourse analysis can be used for analysing oral genres for the purposes of teaching?' and research question 5: 'what are the distinct phonological and lexico-grammatical features of an oral genre which were identified as the most important for the students' needs at the stage of ethnographic studies'.

Stage 3 helps to answer research question 6 which relates to pedagogical practice:

'How can genre-based methodology be used for designing a set of materials for teaching oral genres?'

Data collected at all of the stages helped to answer research question 1, which is the central question of this study:

‘Could genre-based methodology be an effective approach for teaching oral genres in the academic settings of a European University (University of Bremen in Germany is seen as representative of European Universities)?’

The research was carried out as a succession of three stages, each of which employed a distinct methodology for data collection and analysis as well as resulting in specific findings. The first two stages were Ethnographic Studies and Genre Analysis. These are steps one and two outlined above and shown in Fig. 3.1. The third part of the research was Teaching which included designing, teaching and evaluating activities for the acquisition of oral genres, which are steps 3a, 3b and 3c in Fig. 3.1. Since these phases followed on chronologically from each other, they are addressed in three separate chapters which present both methodology and findings for each of the three stages of this research. Each chapter contains a detailed account of theoretical frameworks, methods of data collection and data analysis for a particular stage of research. It was felt that this presentation will contribute to a better understanding of this study and its implementation. Thus two chapters on methodology and findings are replaced by the three chapters combining methodology and results for the following stages of the research: ethnographic studies (Chapter 4), discourse analysis (Chapter 5), and teaching (Chapter 6).

Below is a table which summarises all parts of the research, including methods of data collection and data analysis.

Table 3.1 Stages of the research

Stages of the research	Methods of data collection	Methods of data analysis
Ethnographic studies: identifying spoken genres Chapter 4	Interviews with the Head of Department Questionnaires with Likert scale for answers for students who returned from their semester abroad (Appendix 2)	Qualitative analysis Quantitative analysis of students' answers in the questionnaires

<p>Discourse analysis Chapter 5</p>	<p>Collecting a corpus of TV politics-related discussions</p> <p>Transcribing the corpus of TV discussions</p>	<p>Using SFL model to analyse phonological and lexico-grammatical features</p> <p>Qualitative analysis of intonation in the corpus of TV discussions</p> <p>Quantitative analysis of syntactic complexity</p> <p>Using Hyland's (1998) model for analysing pragmatic textual and inter-personal meta-discourse</p> <p>Quantitative analysis of pragmatic meta-discourse</p> <p>Genre analysis of the corpus of TV discussions</p>
<p>Improving pedagogical practice at the stage of teaching Chapter 6</p>	<p>Using Rothery's (1996) model of five-phase teaching and learning cycle to design activities</p> <p>Conducting observation and writing entries in research diary during the phases of modelling and deconstruction and practice</p> <p>Video recording of students' contributions at the phase of independent production</p> <p>Collecting self- and peer assessment reports</p> <p>Course-evaluation questionnaires for the learners</p>	<p>Interpretative analysis of the observational data</p> <p>Discourse analysis of students' contributions at the phase of independent production</p> <p>Quantitative analysis of pragmatic meta-discourse in students' speech</p> <p>Analysis of peer- and self-assessment reports</p> <p>Quantitative and qualitative analysis of course-evaluation questionnaires</p>

Table 3.2 below shows in detail what was done at different stages of the actual teaching described in Chapter 6.

Table 3.2. Investigations of the pedagogical practice

Design of materials for three teaching and learning cycles	Sequence of activities:	What students did	Data collection
The first round of teaching (2011)			
Learning and teaching cycle 1 Appendix 5 (Topic: Riots in Britain)	<p>Activities for 5 phases:</p> <p>Phase 1: building context (reading articles, presentations)</p> <p>Phase 2: modelling and deconstruction (watching and analysing a video of a BBC discussion)</p> <p>Phase 3: Practice (activities to make students aware and to provide opportunities for the acquisition of lexico-grammatical and rhetorical features of the genre of discussion)</p> <p>Phase 4: Independent construction of genre (students take part in a discussion)</p> <p>Phase 5: Evaluating performance</p>	<p>Students formed groups and performed a discussion at the front of the class.</p> <p>Students watched video-recorded discussions of their performance and wrote self- and peer-assessment reports</p>	<p>Conducting observation and writing entries in research diary</p> <p>Video recording of the students' discussions</p> <p>Collecting self- and peer-assessment reports from students</p>
Learning and teaching cycle 2 Appendix 6 (Topic: Regulation of the Press in the USA)	Activities for five phases (phases as above)	At phase 4 groups of students were re-formed (as compared to learning and teaching cycle 1)	As above
Learning and teaching cycle 3 Appendix 7 (Topic: Immigration in	Activities for five phases (phases as above)	At phase 4 groups of students were re-formed (as compared to	As above

Germany)		teaching and learning cycles 1 and 2)	
Course-evaluation questionnaires after the first round of teaching		Students filled in course-evaluation questionnaires after the three teaching and learning cycles	Collecting course evaluation questionnaires
The second round of teaching (2012) (aimed at improving the design)			
Using materials for the three teaching and learning cycles from above		Using Discussion Assessment Form to set learning targets at the beginning of the course	
Course-evaluation questionnaires after the second round of teaching			Collecting course-evaluation questionnaires after the second round of teaching

Chapter 4: Ethnographic Studies: Identifying Spoken Genres Relevant to Students' Needs

One of the principles which underpin genre-based teaching is that it is needs-oriented and that the identifying of students' needs in relation to their target situations is of primary importance. The most common method of obtaining such information is a needs analysis questionnaire which is given to learners at the first lesson of the course. Another typical instrument of assessment at the start of a course is an evaluation of competence level. However, relying on students' perception of their needs in terms of the target oral genres may not be sufficient. In this project, the ideas of the ESP approach about conducting studies of relevant discourse communities were used in order to identify oral genres relevant to the students' needs.

4.1 Methods of Data collection for Ethnographic Studies

This stage was aimed at collecting data about students' needs and the target discourse communities in which formal speaking is used by undergraduate and graduate students of political management in Bremen University of applied sciences.

Information about target situations was obtained from two sources: from the director of studies of the department of political management and the students who returned after a semester abroad. The staff were expected to provide the assessment of needs of the subject and identify in particular which spoken genres and text types students were expected to master. Students who had returned from the semester abroad were expected to provide information about different types of communicative events in

which they had taken part and which had caused difficulties. It was planned to ask the students about the social context in which oral communication had taken place. This type of information reflected the socio-cultural perspective of genre analysis. Present situation analysis (see Chapter 2 on types of needs analyses) was planned to be carried out in order to estimate the level of competence of those students for whom materials were going to be designed in order to assess their learning needs. Both qualitative and quantitative methods were used at this stage. Originally several unstructured interviews with small groups of students had been planned to identify discourse communities in which undergraduates used speaking during their studies abroad. However, due to inaccessibility of the students for interviews, it was decided to create questionnaires which could be given to a lecturer teaching the students who had returned from a semester abroad. Closed-ended multiple-choice questions were developed for this questionnaire, in which each answer option was assigned a numerical value. This method involving categorising and quantifying information helped to obtain structured data ready for processing using Excel spread sheets.

Due to time constraints, only one semi-structured short interview with one of the lecturers was held, which produced a small amount of qualitative data.

Below is a detailed account of the theoretical concepts and an examination of methodology that went into composing a questionnaire and preparing for an interview in order to identify oral genres relevant for teaching.

The needs analysis questionnaire has been the most common tool for identifying students' needs (see Literature Review); however, it was important to search for other instruments which would give a better

picture of the target discourse community for the students. Indeed, students starting an English course may have insufficient experience for evaluating their own needs since the majority of them may not have had an opportunity to face rhetorical situations in which they will be required to use English during their studies and work abroad.

4.1.1. Target discourse community

The concept of a discourse community defined as 'the community of users of particular genres characterised by sharing common goals' (Swales, 1990, p.24) was vital for the approach taken to examining the needs of learners in this project. For this purpose the target situations of students were analysed on the basis of the questionnaires and two potential discourse communities were identified: their future workplaces and the academic community. Since it was revealed that over three quarters of graduates of the Department are employed in a wide range of professions and their discourse community is problematic to specify, I decided to concentrate on the academic discourse community. Students who have returned from a semester abroad may be seen to some extent as members of an academic discourse community of political managers and therefore their experience of getting to know relevant oral genres is extremely valuable for research on materials design. Therefore, it is argued in this study that these students represent a separate discourse community and their knowledge and views can be used to inform the needs analysis for future students on the same course. Another group which was accessible for research and which can be used for identifying relevant oral genres for students consists of lecturers in Bremen University.

4.1.2. Taxonomy of oral genres

A taxonomy of oral genres relevant to both of these discourse groups was created using the New Rhetoric approach to the concept of genre defined as 'typified rhetorical actions based in recurrent situations' (Miller, 1984). The advantage of this approach to the study of oral genres is the fact that it views genre as a key for students' understanding of how to participate in the actions of a community. This approach was used to identify the rhetorical situations in which the students need to use spoken language most frequently. It is important to distinguish between the academic genres, such as giving presentations, participating in seminars, asking questions during lectures on the one hand, and the professional genres, such as debates, interviews and speeches on the other. Surveying the existing literature helped to identify the following genres:

Academic genres:

- Giving oral presentations
- Participating in seminars
- Asking questions during lectures

A semi-academic genre

- Taking part in discussions

Everyday use of English in the academic settings:

- speaking to university staff
- speaking in formal meetings with other students

Professional genres:

- Taking part in debates
- Conducting interviews
- Political speeches

At the stage of data collection it was investigated which of these genres were considered especially significant by the staff and the students.

The needs analysis conducted for this project differed from the classical needs analysis described above because information was obtained not only from learners who were starting the course, but also from those students who had returned from a semester abroad (Appendix 2).

4.1.3. Interviews

The most common method of obtaining data about the target situation as it is seen by the staff is an interview. Bell (2005) describes an interview as 'a conversation between an interviewer and a respondent with the purpose of eliciting certain information from the respondent' (p.157), but she points out that the attainment of success is much more complex than this statement suggests. In structured and semi-structured interviews a previously prepared schedule is used where answers are ticked or circled. An unstructured interview may be held without any tight schedule, although it is recommended to prepare a list of items for discussion. For my project I used the 'guided' or 'focused' interview (Bell, 2005, p. 161) for which no questionnaires are used but the framework is established by selecting topics on which the interview is guided. This type of interview combines the advantages of semi-structured and unstructured interviews as certain questions are asked but the respondents are given freedom to give their views in their own time.

Topics for the interview were selected in view of Bhatia's multi-dimensional model of genre analysis. At the same time findings of previous research on spoken genres, as well as a survey of existing literature were taken into account.

4.1.4. Questionnaires

As has been mentioned above, two types of questionnaires were developed: one was aimed at obtaining data about the target situation analysis, and the other at assessing the learning needs of the students who were starting a new course (Appendix 1).

4.1.4.1. *A questionnaire for students who had returned from the semester abroad (Appendix 2)*

Questions for the questionnaire were created on the basis of the Literature review (Chapter 2). The first part of the questionnaire (Appendix 2) was aimed at asking behavioural questions about students' encounters with spoken genres during their semester abroad (which university they attended, the language of instruction there, opportunities to speak English, academic and non-academic rhetorical situations in which they spoke English, kinds of problems they had). In the second part, attitudinal questions were asked in order to obtain information about students' views of the English course they had studied at Bremen University prior to leaving for a semester abroad. There were questions about the students' perceptions of their professional needs for the English language. In addition, the questionnaire contained questions which were aimed at obtaining information about socio-cultural aspects of using English by students in oral communication. Examples of these are questions about the attitude of foreign teachers and students to respondents during their stay abroad. These questions reflected the socio-cultural perspective on teaching and researching genres suggested by Bhatia (1993) and described in the Literature Review. Including a question on discrimination because of accent reflected the socio-critical perspective on genre specified by Bhatia (1993).

Questions which related to the rhetorical situations, in which students used English, were based on the taxonomy of oral genres described above.

Students were given options to choose from either on the basis of frequency of facing these situations, or their perceived difficulty. Numerical scores were given to each option to facilitate the quantitative analysis of students' answers.

The last part of the questionnaire consisted of factual questions regarding personal details (age, gender, mother tongue, foreign languages). This part was made optional and was put at the end so as not to distract students' attention from answering the first set of questions and to make the questionnaire truly anonymous. The questionnaire was planned to be piloted to identify questions 'whose wording may be ambiguous; which are too difficult for the respondent to reply to; which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information before being used' (Dörnyei 2003).

4.1.4.2. *Piloting the questionnaire*

Piloting the questionnaire provided valuable information about the relevance of questions for the students. A colleague, who was an exchange student in New York for one semester, kindly agreed to answer the questions and discuss his answers.

My colleague found most of the questions relevant and important for investigating the students' experience of oral communication during their semester abroad. However, the genre of political speeches was considered by him to be irrelevant for the students' future careers since the number of people who might require this skill is negligible. Participating in an interview was viewed by him only as a research method for projects. Thus he suggested that the question regarding political speeches should not be included in the questionnaire and the question regarding interviews might be reconsidered.

4.1.4.3. *Needs analysis questionnaire for students who start the course (Appendix 1)*

This questionnaire included elements of all aspects of the different approaches to needs analysis described above, but mainly concentrated on obtaining information for present situation analysis. Questions included self-assessment of speaking skills, including vocabulary, phonological features, understanding of contextual meaning; awareness of the target situation; perceived academic and professional needs.

Data obtained at this stage was crucial for conducting the subsequent research since it helped to understand which oral genres are relevant for analysing and teaching.

4.2 Methods of data analysis at the stage of ethnographic studies

Quantitative analysis which allows for numerical processing of data was used at the stage of ethnographic studies. It helped to process the data obtained from the questionnaires, given to students who had returned from their studies abroad. The assigning of numerical scores (one to three) to answer options in multiple-choice questions facilitated the quantitative analysis of students' answers. The data was processed using Excel spread sheets and charts were created for multiple-choice questions. The analysis of students' answers helped to obtain quantitative information about learners' experience of facing different rhetorical situations during their studies abroad, the number of native and non-native teachers they had

and recommendations for teaching oral genres in the academic settings of Bremen University.

4.3 Findings at the stage of ethnographic studies

4.3.1. Results of the needs analysis

The stage of collection of data on students' needs was successfully completed and the required information was collected. The needs analysis questionnaire created as a result of the literature review was used to survey the speaking experiences of students of political management who had returned from their studies abroad.

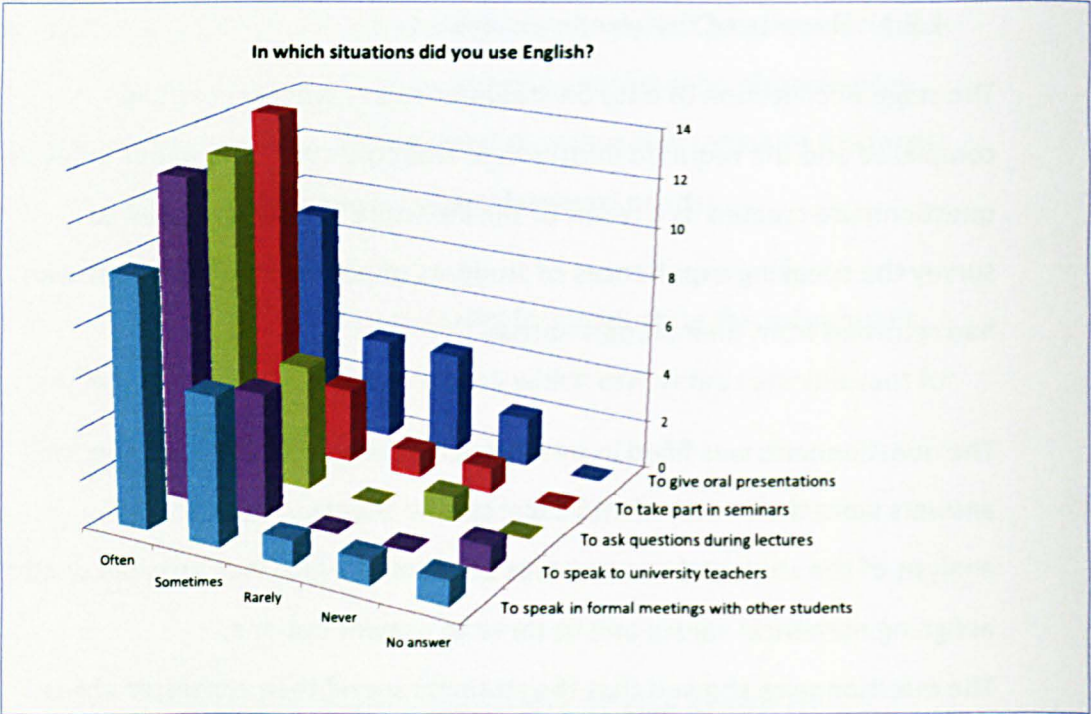
The questionnaire was filled in by nineteen experienced learners and their answers were then entered into Excel spread sheets. A quantitative analysis of the students' answers was conducted which was possible due to assigning numerical values one to three to answer options.

The questionnaire showed that the students spend their semester abroad in a wide range of universities around the world. Out of the nineteen respondents, seven studied in English-speaking countries (three in Australia, three in England, and one in South Africa), eight students spent their semester abroad in European universities excluding the UK (Sweden, Turkey, Netherlands, Spain), while two learners studied in India and one in Mauritius. In the majority of universities English was the language of tuition, while only for one student, who studied in Granada University, all the teaching was in Spanish.

In terms of questions relating to socio-cultural and socio-critical perspectives, the responses showed that the students did not experience difficulties because of their accent and that both local students and teachers were friendly to them.

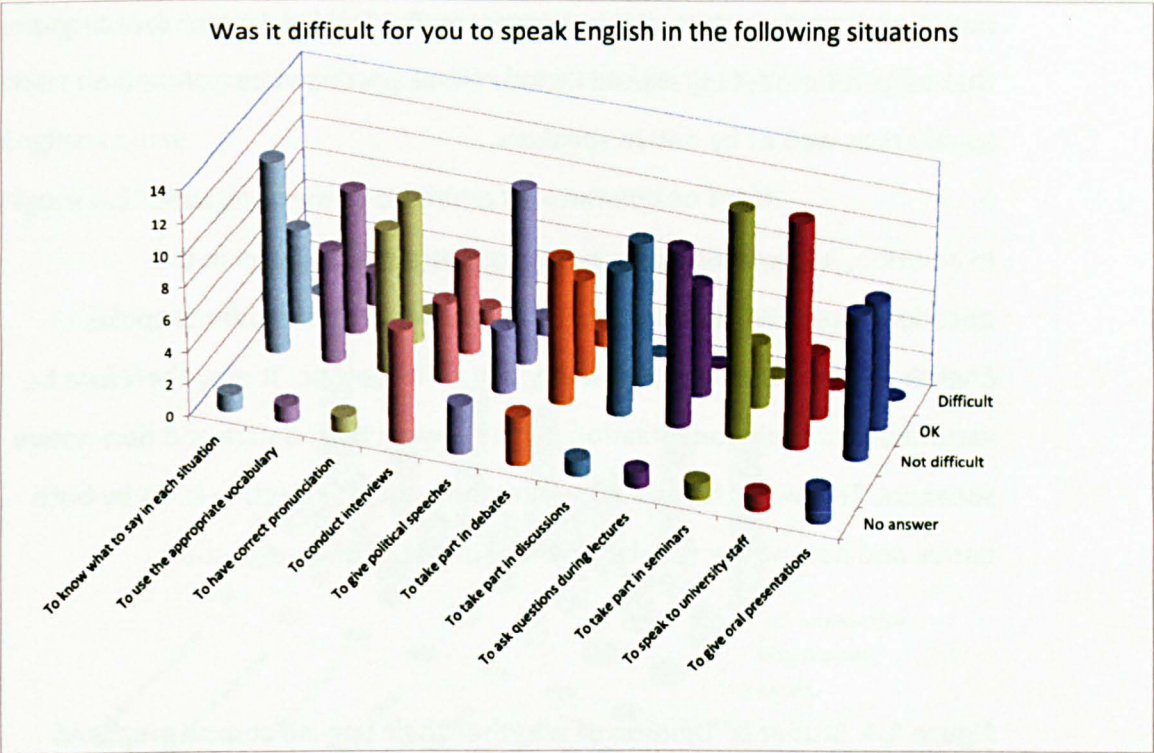
Below are the results of the quantitative analysis of the needs analysis questionnaire presented in charts.

Figure 4.1 Situations in which students used spoken English



The chart above (Fig. 4.1) shows that taking part in seminars was the most frequent situation for the students to use English during their semester abroad, whereas the other two most common situations were asking questions during lectures and speaking to university teachers.

Figure 4.2. Students’ opinion of the difficulty of using their English in different rhetorical situations



The chart above (Fig.4.2) shows the students’ perception of their abilities to speak English in different situations. Most students perceive themselves as confident speakers and do not see any situation as difficult. The only area which seem to have caused difficulty for some of the students was using appropriate vocabulary.

Figure 4.3. The number of native and non-native teachers that students had while abroad

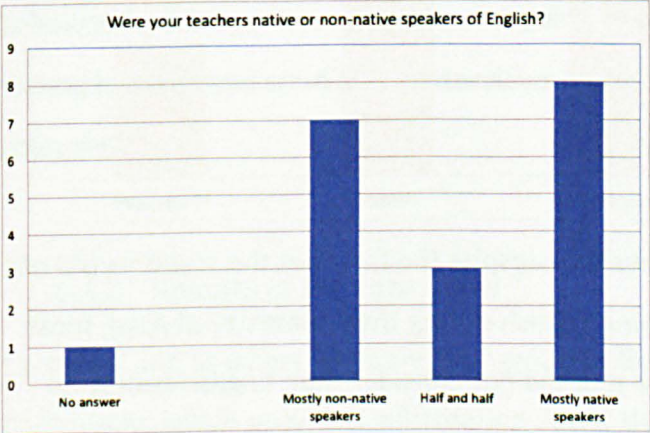
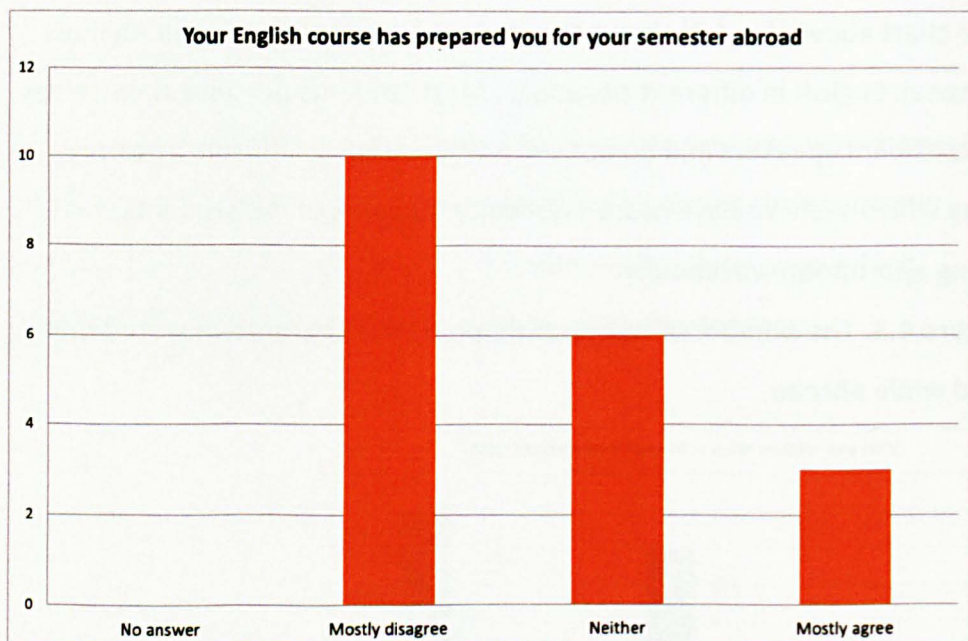


Figure 4.3 shows that an almost equal number of students had mostly non-native and mostly native speaker teachers. The implication for teaching is that texts for modelling should include those produced by non-native speakers as well as by native speakers.

In addition, it is interesting to note that students' answers in the questionnaire revealed that almost eighty per cent of students spoke English for five hours or more every day while abroad. It may therefore be assumed that their conversation partners were both native and non-native speakers. This was a further argument in favour of selecting texts by both native and non-native speakers for the phase of deconstruction.

Figure 4.4. Students' opinion of whether their English course prepared them for their semester abroad



The chart in Figure 4.4 shows that despite the fact that the students did not seem to have difficulties using English during their semester abroad, most of them felt unprepared for it or did not consider their English course as

the reason for their knowledge of the language. On the other hand, the data may signify that the students overestimated their abilities in their answers to 1.9 and 1.10 of the questionnaire. Whichever is the case the chart demonstrates that it was important to review the syllabus for the English course

Figure 4.5. Situations which students recommend to teach

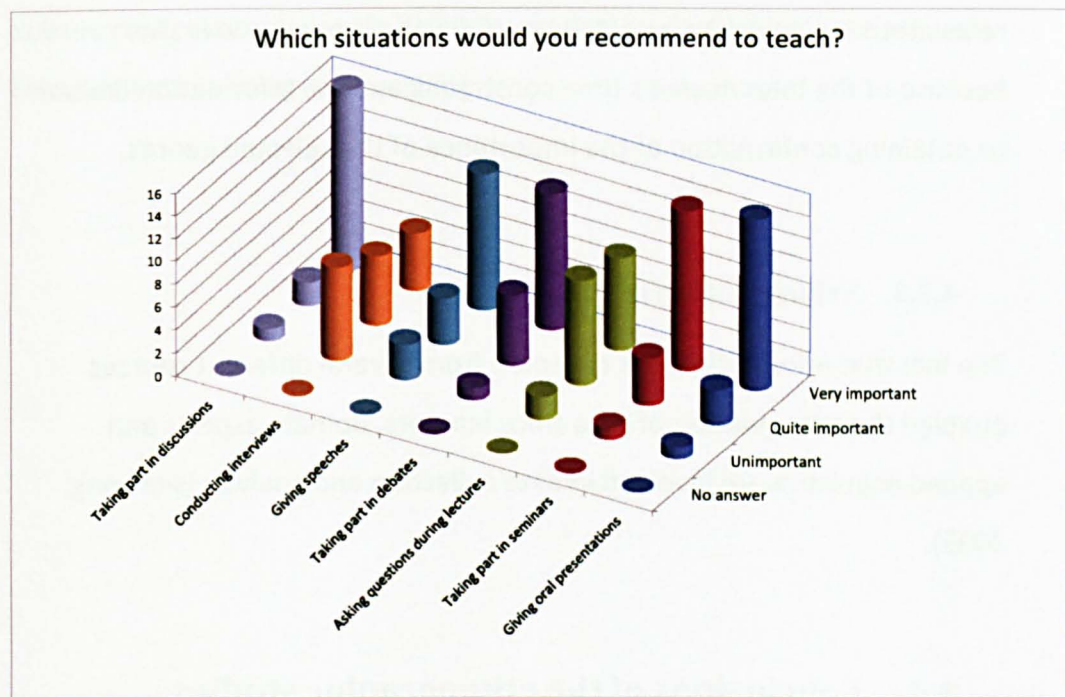


Figure 4.5 is the most important chart as it shows students' recommendations for teaching spoken genres in Bremen University. Three genres have been identified as almost equally essential: taking part in discussions, giving oral presentations and taking part in seminars. They are followed by taking part in debates and giving speeches. Asking questions during lectures and conducting interviews was judged to be of little relevance.

4.3.2. Results of the interview

Lecturers and teachers were another group of the academic discourse community which provided information about the target genres for the

learners. Indeed, they are to some extent gatekeepers of genres and their views are essential for identifying learners' needs. A semi-structured interview was held with the director of studies of the department of political management in Bremen University. She was asked to choose the oral genres from the same list which was provided to students. None of the genres was specified, but the whole list was seen as comprehensive and relevant to the students' needs. Regretfully, the interview was short because of the interviewee's time constraints and the information limited to obtaining confirmation of the importance of the selected genres.

4.3.3. Triangulation of data

The fact that information was collected from several different sources enabled the triangulation of data since learners, domain experts and applied linguists were involved in data collection and analysis (see Long, 2005).

4.4 Conclusions of the ethnographic studies

The studies revealed the three main genres which the students who returned from a semester abroad consider most relevant for teaching in the language centre. These are: taking part in discussions, giving oral presentations and taking part in seminars. Thus the focus of the subsequent stages of research was planned to be placed on these genres. However, after conducting discourse analysis it was decided to concentrate on the genre of discussion. The reason was that analysing oral genres proved to be an extremely lengthy and time-consuming process and it became unrealistic to try to cover the three genres within the scope of this research. Due to the time constraints of this project the subsequent focus of the research was therefore on researching the genre of discussion.

Another important finding was that more than half of the students had non-native speakers of English as teachers. This was to be taken into account at the stage of selection of texts for modelling and meant that both native and non-native speakers should be represented.

Overall, data obtained at this stage was crucial for conducting the subsequent research since it helped to understand which oral genres were relevant for analysing and teaching.

Chapter 5: Discourse Analysis

This chapter gives an account of the collection of texts for modelling the genre of politics-related discussion and conducting discourse analysis of these texts.

5.1. Methods of data collection

5.1.1. Selecting a corpus

One of the central objectives in this project was to select appropriate texts for modelling. In this respect the question of choosing between texts produced by native and non-native speakers was of primary importance.

A growing number of linguists (see Jenkins 2000, Seidlhofer 2001, Mauranen, 2003) argue that since only about one out of every four users of English in the world is a native speaker (Crystal, 2003), the goal of learning is 'more often to be able to use English as a Lingua Franca in communication with other 'non-native' speakers, than as a foreign language in communication with 'native speakers' (Jenkins 2000, p.1). Hence it was felt that texts produced by non-native speakers should constitute an important part of the corpus for modelling. The term 'English as a Lingua Franca' (ELF) is used to refer to the interaction of non-native speakers of English and is part of the more general phenomenon of 'English as an international language' (EIL). Seidlhofer (2009) points out that recent studies in ELF and EIL indicate very clearly that 'the term 'lingua franca' does not denote an impoverished code for lack of something better, but is a vibrant and powerful resource that enables communication across linguistic and geographic boundaries' (Seidlhofer, 2009, p.249). Research carried out in this area is aimed at linguistic description of ELF and covers phonology (Jenkins 2000), pragmatics (Sharifian, 2009) and lexicogrammar (Seidlhofer 2004).

At the same time it would have been unreasonable to exclude speakers from Kachru's (1992) 'inner circle' (representing the traditional bases of English: the United Kingdom, the United States, Australia, New Zealand, Ireland, anglophone Canada), from being used for modelling since it is important for learners to get a grasp of key prosodic features in texts representing a variety of accents.

5.1.2. Collecting texts for modelling

Data was collected in the form of audio and video recorded texts. In genre pedagogy teaching is based on the analysis of authentic texts which exemplify different genres. The same approach was applied to teaching oral genres, so my task was to select authentic examples of the genres which were identified by the experienced learners as most important. Therefore, the main criterion for selection was authenticity.

Recent developments in information technology made it possible to access digitized video and audio recordings on-line. Thus another aim of this stage of research was investigating which of these resources were suitable for utilising in genre-based teaching.

Three different types of resources were explored: corpora of spoken English; TV materials, such as BBC programmes, and YouTube videos of politics-related spoken interactions in academic and professional contexts, such as conferences and university events, including presentations, lectures, and discussions.

The approach which was initially attempted to be taken could be called corpus-informed, since I was going to take into consideration the findings of corpora-based studies. I explored the following corpora: British Academic Spoken English (BASE), English as a Lingua Franca in Academic

Settings (ELFA), the Michigan Corpus of Academic Spoken English (MICASE). Several problems were identified whilst considering the corpora for modelling. First, the availability of materials is limited, and only MICASE presents sample audio materials with transcriptions online, while the others offer a selection of transcripts without audio or video recordings. Another problem for practitioners is that according to the terms and conditions of use of most of the corpora (BASE, ELFA), corpus holdings are not supposed to be reproduced in full for a wider audience (for publication or for teaching purposes); moreover, only a few samples are available for the general public. Further problems with the corpora relate to the fact that they do not provide video recordings of communicative events, which is the main constraint for analysing kinesic features of oral interactions. Finally, although language corpora can enable learners to be exposed to authentic language use, the quality of the language may be an issue, since 'masses of naturally-occurring data presented in the corpora contain lengthy texts with repetitions, overlaps, hesitations and misunderstandings' (Mauranen, 2004) which is not always relevant for mastering by students.

Using TV materials, such as BBC programmes, for instance the Big Questions, Sunday Live or Question Time, was another option which was considered for selecting texts for modelling. An important issue here was observing the law of accessing TV programmes in foreign countries. In the EU, several-minute extracts of TV programmes are allowed to be used for the purposes of analysis.

You Tube videos of politics-related oral genres in academic and professional settings were the third type of potential source of texts for modelling genres examined in this project. The following materials were considered: staff discussions and lectures held in universities (London

School of Economics, Princeton University), Parliamentary discussions, and You Tube videos of oral academic genres produced by students. Two types of problems were identified here: very limited availability of university recordings of academic genres and the extensive length (over 60 minutes) of those materials which were available.

Indeed, the length of texts selected for teaching is an important aspect which should be taken into account while modelling authentic oral genres, since it takes quite a long time to listen to or watch a complete communicative event, whereas a teaching session normally lasts only ninety minutes. Another issue which should be noted is that while selecting texts for modelling, a practitioner faces the dilemma between the quality of the presented materials and the authenticity, since an authentic model of an oral genre may not necessarily be the best model to follow. Overall, the surveying of the above mentioned sources demonstrated that the amount of materials suitable for modelling is limited due to various factors. Therefore, it was decided to collect short several-minute extracts of broadcast authentic data taking into consideration the quality of materials. Transcriptions were provided for each of the texts (see Appendix 3). It was decided to use extracts of television BBC discussion programmes such as 'the Big Questions', 'Question Time' and 'Sunday Live' for exemplifying the genre of discussion (See Chapter 2, Section on Television Discussions).

It is argued in this project that BBC discussion programmes can exemplify this genre since they model the argumentative discussion of politics-related educated speakers in formal settings. In the academic settings of a university, students are expected to be able to lead and actively participate in this type of communicative event. Another reason for selecting BBC television discussion programmes was that they met the criteria of quality.

Moreover, a short extract exemplifying an intensive exchange of opinions between several speakers can provide a sufficient amount of data for discourse analysis and can be used for modelling and deconstruction.

A corpus was created for the genre of discussion consisting of six extracts from BBC discussion programmes lasting six to nine minutes with an approximate length of 1500 words each (Appendix 3). The extracts were chosen to represent the speech of both non-native and native speakers of English and included regional variations. The texts were transcribed and analysed in order to identify the specific lexico-grammatical and phonological features of the genre of discussion.

For discourse analysis the extracts were coded as follows:

Table 5.1. Numbering of extracts from video recordings transcribed for discourse analysis

Extract No	Name of a BBC programme	Topic of discussions
Extract 1	The Big Questions (BQ)	Should creationism be taught in schools?
Extract 2	The Big Questions (BQ)	Is it time to draw forces from Afghanistan?
Extract 3	The Big Questions (BQ)	Should we free Palestine?
Extract 4	Question Time (QT)	Hugh Grant on regulating the press
Extract 5	Question Time (QT)	Why is Murdoch allowed so much power?
Extract 6	Sunday Live (SL)	Should the police use more force?

5.1.3. Transcription system for the corpus of texts selected for modelling

Considerations were made as to which transcription system could be best employed for transcribing extracts from discussions selected for the corpus. The decision was made in favour of some of the symbols from the transcription system for casual conversation suggested by Eggins and Slade (1997, pp. 2-5) since it takes into account characteristics of rhythm and intonation introduced by Halliday (1994).

The following marks were used:

Table 5.2. Transcription system for the corpus of texts selected for modelling

Marks	Meaning
Full-stop (.)	Certainty and completion
Question mark (?)	Uncertainty
The symbol of double equal sign (==)	Overlap phenomenon
Comma (,)	Pause

In some cases information was given in brackets about kinesic features (gestures and facial expression), but this was not done consistently.

5.2. Methods of data analysis

The overall aim of the discourse analysis was to identify phonological and lexico-grammatical features of the genre of political discussion that are both characteristic of the oral genres selected at the stage of ethnographic studies, and need to be mastered by the students of political management. This was important for the characterisation of this genre as well as for preparing texts for the modelling phase (see Chapter 6, section 6.3.1). At the same time this part of the study helped to answer research questions 4

and 5 on the characterisation of an oral academic genre, which is the main question with regard to the theoretical part of this project.

Key ideas which were used for the development of the methodological approach to the discourse analysis of the spoken texts from the corpus are discussed in the Literature Review in the section on approaches to researching spoken discourse Chapter 2, Section 7).

5.2.1. Analysis of Intonation

A qualitative approach based on Halliday and Greaves (2008) Systemic Functional Phonology (see Literature Review) and Tench (1996) was taken for discourse analysis aimed at investigating various examples of the use of intonation in the transcribed extracts. The analysis was not targeted at revealing all instances of use of different intonation patterns but was concerned with identifying those typical examples which could be relevant for teaching. Attention was paid to the involvement of intonation in creating both textual and inter-personal meanings (see Chapter 2, Section 2.6.2. for detailed explanation).

5.2.2. Analysis of Lexico-Grammatical Features

The analysis of lexico-grammatical features specific for the genre of political discussion is based on the systemic functional perspective. Two meta-functions have been examined in detail: the textual meta-function which organises text into a coherent whole, and the interpersonal meta-function which investigates meanings about roles and relationships. A combination of quantitative and qualitative methods was used to conduct discourse analysis.

A theoretical framework for the first part of the analysis of the textual meta-function draws on the approach taken in Plum's (1988) dissertation (see Chapter 2, Section 2.7). It is aimed at identifying the prevalent types of clause complexes in order to examine the syntactic complexity of spoken discourse belonging to the genre of a TV discussion. The three types of language structures were examined: independent single clauses, clause complexes and ellipses. In addition, attention was paid to the interdependency of clauses in a clause complex and the system of taxis which characterises the relations between its elements. It was important to see whether the most frequent way of linking clauses is coordination (parataxis) or subordination (hypotaxis). Embedded clauses were seen as part of hypotaxis but were counted separately since they function not as clause but either as part of a group constituent structure of a clause, or as a constituent of the clause in their own right (embedded clause as participant) (see Butt et al, 2000, p. 173). The method of frequency count was used to examine the percentage of independent clauses and clause complexes as well as ellipses in the six transcribed texts.

Another part of the analysis of the textual function focused on identifying textual themes used for organising spoken interaction. Here the taxonomy of textual metadiscourse employed by Hyland (1998) for analysing academic written texts was adapted for the purposes of classifying different means of organising spoken discourse (see Chapter 2, Section 2.7). The analysis involved creating additional categories for textual metadiscourse and finding examples in the extracts from the corpus. The focus was on identifying the language relevant for the pedagogical practice.

Examples of these markers were identified in the extracts with the purpose of making students aware of their function in the genre of discussion.

5.3. Findings at the stage of discourse analysis

In this section I present the results of the analysis of intonation and discourse analysis of a corpus of TV political discussions selected for teaching political management students. This was vital for identifying specific language features and for designing speaking activities to teach this genre, particularly in view of the lack of research findings in this area. Six transcribed extracts (see Appendix 3) were examined to identify phonological and lexico-grammatical features of the genre of discussion.

5.3.1. Analysis of intonation

Two meta-functions were explored: textual meta-functions and interpersonal.

5.3.1.1. Textual meta-function

Organising textual meanings in texts is performed through the systems of tonality and tonicity (see Chapter 2, Section 2.6.2. for a detailed explanation of these systems).

Analysis of intonation in the corpus of TV political discussions focused on revealing cases of both tonality and tonicity.

Examples of marked and unmarked tonality:

Intonation units (Unmarked tonality (UT) if an intonation unit coincides with a clause and marked tonality (MT) if it does not):

- Some people might think (UT)
 that the battle of Hastings was in 1266, (UT)
 but we don't actually teach that, (UT)
 we teach that it was in 1066, (UT)
 right? (MT)
- And therefore (MT)
 whatever people want to believe in the privacy of their own home,
 (UT)

- in the privacy of whatever religion they're practising, (UT)
they're free to do that, (UT)
but to teach young people things that we know they're not
true, (UT)
is tantamount to abuse of young people (UT)
within the classroom situation. (MT)
- I'm not for regulating (MT)
the proper press, (MT)
the broadsheet press, (MT)
but it's insane to me (UT)
that the tabloid press has been unregulated for all these
years. (UT)

These are examples of breaking utterances into a succession of intonation units. The analysis helps to reveal how a speaker presents new textual themes using intonation. Indeed, ideas that the speaker finds most important are highlighted by breaking a clause into separate intonation units which do not coincide with a grammatical clause. Thus cases of marked tonality (MT) show which parts of clauses are emphasised.

Making students aware of intonation units was an important part of teaching intonation in this project. The tasks suggested for teaching activities included identifying intonation units while listening to texts belonging to different genres as well as reading out the texts with the marked tonality and comparing it to the models. Ultimately students were expected to be able to divide their utterances into intonation units which were supposed to reflect their choices in breaking discourse into pieces of information.

Further analysis of the textual meta-function of intonation helped to reveal examples of tonicity. See Chapter 2 for a detailed explanation of this

intonation system. Examples show both marked cases, when the information focus can be on any item intended by the speaker, and unmarked cases of tonicity, when the information focus is typically on the last lexical item. For example:

- I know you're a young Earth creationist,
so you think it in thousands, (unmarked tonicity, the information focus is on the last lexical item)
rather than in millions or billions of years, the Earth (marked tonicity)
- But McChrystal himself assessed the situation (marked tonicity)

This analysis suggests that teaching activities should include tonicity-awareness exercises in which students should be asked to identify information focus in the recorded extracts, as well as practice exercises in which they are expected to pronounce utterances changing the information focus.

The analysis of intonation helped to identify cases of its use for binding the information together. Examples illustrate two aspects of expressing textual meanings in clause complexes: using tones to link clauses in clause complexes and using pauses to show the end of an utterance or a phonological paragraph.

Here are examples of rise used to organise textual meanings:

- 1) Not everybody obviously is going to agree with my position ➤ (rise)
but we need to look at the science without this loaded interpretation
(Rise for parataxis)
- 2) We need to look at the science carefully ➤ and we need to
separate interpretation from facts. (Rise for parataxis)
- 3) Do we actually suggest that to young people? ➤ (rise for a yes/no
question)

4) We regulate BBC News (rise), Sky News ➤ , ITN ➤, Channel Four ➤ and they're all really good. (A list of things)

Examples of a short pause

An interesting observation of the analysis of this genre concerns the function of a short pause. When it is used before the last word in a phonological paragraph, it signals the end of the speech and draws more attention to the following words or phrases.

1) What it means to be an evolutionist pupil in a typical (a short pause) Christian school.

2) There's only one wrong reason why there isn't a regulatory body and that's been the cowardice (a short pause) of politicians up till now.

In addition, from the point of view of tonality, the use of a pause helps to organise textual meanings into intonation units and a short pause in a clause plays an important role in creating marked tonality (MT, see examples above).

5.3.1.2. *Interpersonal meanings conveyed by intonation*

The analysis of interpersonal meta-function helped to reveal cases of tones used by speakers in the extracts to convey attitudes towards the listener and towards the content of their messages. See Chapter 2, Section 2.6.2.1. for the explanation of the expression of interpersonal meanings through attitudinal tones.

Examples of using attitudinal tones:

- 1) We need to look at the science without this loaded interpretation. ↘
(The wide fall for dominance, shows confidence in one's knowledge) (Ex1)
- 2) Evolution is a fact. ↘ (The wide fall for expressing confidence in one's knowledge)

- 3) It is supported by hundreds, thousands of experiments. ↘ (The wide fall to show confidence)
- 4) The evolutionist tries to deny ➤this, (Rise on deny to challenge the view of opponents)
- 5) But actually ↘↗ (fall-rise), the natural baggage they come with is atheism. (Fall-rise to express a contrasting view)

The analysis demonstrated that for teaching purposes, it may be important to analyse the intonation patterns of the students' first language in order to identify the difference in patterns and draw students' attention to the attitudinal tones that do not exist in their language.

Overall, the analysis of the intonation in the extracts representing the genre of political discussion helped to identify examples illustrating the use of intonation for creating textual meaning through tonality and tonicity, and interpersonal meaning through attitudinal tones. This was crucial for understanding the principles of the development of exercises which teach students how to convey different meanings by using a variety of resources.

5.3.2. Analysis of lexico-grammatical features in TV political discussion

5.3.2.1. Analysis of clause complexes in TV discussions

The analysis was based on Plum’s (1988) research of clause complexes (see Chapter 2, Section 2.7.1). This analysis revealed the prevalent types of clause complexes, which helped to examine the syntactic complexity of spoken discourse belonging to the genre of a TV discussion. The table below presents the results of the frequency count of different types of clause complexes in the six extracts from the corpus. Colour coding in Extract 1 in Appendix 3 shows how clause complexes were analysed.

Table 5. 3. Results of analysis of clause complexes in the corpus of TV discussions

	1) Simple clauses (excluding questions)	2) Clause complexes 3)+4)	3) Clause complexes with Parataxis	4) Clause complexes with Hypotaxis	5) Elliptical clauses	6) Unfinished clauses	Number of words
Extract 1 Creationism	14	35	19	16 Including those with embedded clauses 6	3	4	1209
Extract 2 Afghanistan	8	43	15	28 Including those with embedded clauses 19	3	5	1468
Extract 3 Israel and Palestine	18	44	11	33 Including those with embedded clauses 21	12	4	1247

Extract 4 The power of Murdoch	19	24	3	21 Including those with embedded clauses 18	8	1	988
Extract 5 Regulation of Tabloids	12	30	11	19 Including those with embedded clauses 12	4	9	1010
Total	71	176	59	117	30	23	5922
	23%	60% (20+40)	20%	40%	10%	7%	

The results were summarised in the following table:

Table 5.4. Proportion of different clause complexes in the corpus

Types of clause complexes	Proportion in extracts
Simple clauses	23%
Clause complexes with parataxis (e.g. and, but)	20%
Clause complexes with hypotaxis (e.g. because)	40%
Ellipsis	10%
Unfinished clause complexes	7%

The analysis reveals that clause complexes with hypotactic relations between clauses are the prevalent type of language structures in the genre of political discussion. Embedded clauses constitute the major part of such clause complexes (65 per cent). Simple independent clauses are only one fourth of all language structures. Surprisingly, the analysis has shown that

elliptical clauses are an insignificant part in these texts. Similarly there are very few unfinished sentences in all five extracts. This may be a special feature of the genre of a political discussion in which the effect of persuasiveness depends to a large extent on the clarity of presented arguments, and speakers are normally given a longer time to express their views. Another reason for the absence of elliptical sentences may be the speakers' awareness of their participation in a discussion and preparation for it. It is interesting to note that speakers mostly leave their sentences unfinished when interrupted. However, in such cases they make a second attempt to repeat their message.

On the whole the findings of this analysis support Halliday's (1994) observation that 'spoken language is characterised by complex sentence structures with low lexical density' (more clauses but fewer content words per clause). The results are important for the development of speaking activities since they demonstrate the significance of drawing students' attention to the patterns of hypotactic clause combination in the genre relevant to their learning needs. They also suggest a potential for designing exercises which teach binding clauses in long clause complexes and the skill of expressing one's views in complete sentences despite the interruption factor.

5.3.2.2. *Analysis of meta-discourse in the corpus of TV discussions*

This part of the analysis was aimed at examining both textual and inter-personal meta-discourse in the selected extracts.

The analysis of the textual meta-function of the six extracts in the corpus was based on Hyland's (1998) approach to categorising textual meta-discourse described in Literature Review (Chapter 2, Section 2.7.4.1). Two types of meta-discourse were analysed: logical connectives and frame markers (see definitions in Section 2.7.4).

As it was mentioned in Chapter 2, the category of logical connectives was expanded to include the sub-category of conditional relations.

Table 5.5. Results of quantitative analysis of logical connectives

	Extract 1	Extract 2	Extract 3	Extract 4	Extract 5	Extract 6	Total
Logical connectives							
a) Additive relations	6 (and)	6 (and)	8 (and)	4 (and)	3 (and)	15 (and)	42
b) Contrastive relations	17 (but)	8 (but)	1 (but)	3 (but)	0	3 (but)	32
c) Resultive relations	2	3	3	2 (because so)	2 (so That's why	5	17
d) Conditional relations	1 (if)	2 (if)	2 (if)	7 (if)	5(if)	6 (as long as If, when)	23

Another type of textual meta-discourse analysed in this research was the category of frame markers (see Chapter 2). Hyland's (1998) classification of frame markers, which comprised 'sequencing' and 'announcing the discourse', was expanded to include the sub-categories of 'stating the intention of giving or demanding information', 'focussing' and 'insisting on carrying on when interrupted'. Criteria for these categories can be found in Chapter 2, Section 7.4.

Below are examples for all categories of frame markers identified in the corpus of TV discussions. Other examples are presented further in this section and Appendix 4.

Table 5.6. Types of frame markers with examples

Types of frame markers (Hyland's (1998) taxonomy)	Examples
* Sequencing	<i>I think there are two things quickly. One is that ... (Ex6)</i>
* Announcing discourse goal	<i>My view is...</i> <i>The point is that</i>
Types of frame markers (categories introduced in this project)	Examples
* Stating the intention of giving/ demanding information	<i>Can I just say</i> <i>We ask this morning</i>
* Focussing	<i>I'm following the professor's earlier comments...</i> <i>Addressing the point whether or not we should be coming out...</i>
* Insisting on continuing a speech act when interrupted	<i>Let me just make my point...</i>

The results of the analysis of frame markers in the corpus of TV discussions, which involved frequency counting, are presented in the following table:

Table 5.7. Results of quantitative analysis of logical connectives

	Extract 1	Extract 2	Extract 3	Extract 4	Extract 5	Extract 6	Total
Frame markers							
a) Sequencing	0	1	0	0	1	3	5
b) Announcing discourse goal	0	0	0	1	0	0	2
c) Stating the intention of giving or	1	1	2	2	1	5	12

demanding information							
d) Focussing	2	4	1	1	1	0	9
e) Insisting on continuing a speech act when interrupted	5	0	0	0	2	0	7

Below are examples of frame markers identified in the corpus:

Frame markers

a) Sequencing

- I think the first point that I make in reply to what Robert has just said

See further examples in Appendix 4.

b) Announcing discourse goal

- my view is
- the point is that

c) Stating the intention of giving/ demanding information

- Let me ask you a question (Ex3)
- I just want to say (Ex5)

d) Focussing:

- With regards to Rupert Murdoch's monopoly (Ex5)
- as far as rubber bullets and water cannons are concerned (Ex6)

See more examples in Appendix 4.

e) Insisting on continuing a speech act when interrupted

- Just let me ask the question now. (Ex5)

See further examples in Appendix 4.

Results of the quantitative analysis are summarised in Table 5.7.

Table 5.8. Results of quantitative analysis of frame markers with examples

Frame markers	Total counts in the corpus	Examples
Sequencing	5	<i>I think there are two things quickly. One is that...</i>
Announcing discourse goal	2	<i>The point is that</i>
Stating the intention of giving/demanding information	12	<i>Can I just say...</i>
Focussing	9	<i>I'm following professor's earlier comments.</i>
Insisting on continuing a speech act when interrupted	7	<i>Let me just make my point</i>

Table 5.7 shows that in the category of frame markers, 'stating the intention of giving or demanding information' and 'focussing' are the groups with the highest number of items which reflect the nature of the genre of discussion. Indeed, these are markers which help to concentrate the listener's attention on the discourse that follows and enhance its expressiveness.

The analysis showed the textual meta-discourse used in the genre of political discussion. The method of frequency counting has allowed for the

examination of the most frequently used textual markers which should therefore be taken into account when designing speaking activities. In the category of logical connectives, the most common way of linking clauses is adding with the conjunction 'and' which can be placed both between clauses and at the beginning of a clause complex. Contrasting relations between clauses linked by the conjunction 'but' are the second most frequent type of connectives. In terms of pedagogical implications, it means that it is important to draw students' attention to the way contrast is used for persuasion in the genre of an argumentative discussion. Interestingly, conditional clauses occur almost as frequently as contrastive ones, which highlights the importance of teaching conditionals.

5.3.2.3. *Rhetorical features used for emphasis*

Another type of rhetorical features in the corpus of TV discussions was emphasising structures. This category was suggested in this study and described in the Literature Review (Chapter 2). Depending on the language structures used for emphasis, emphasising features were categorised into the following subcategories: cleft sentences; heads; tails; rhetorical questions; repetition; and accumulation (see definitions in Literature review, Section 2.7.4.2).

The table below presents some of the examples of the emphasising rhetorical features identified in the corpus of BBC extracts (definitions for the terms are given in Chapter 2, Section 7.4.2.)

Table 5.9. Types of emphasising rhetorical features

Types of emphasising rhetorical features (suggested in this study)	Examples
Cleft sentences	<i>What we need to do is to use the existing laws we've</i>

	got. <i>It's the Afghan people who will determine success in that country.</i>
Rhetorical questions	<i>Right, some people might think that the battle of Hastings was in 1266, but we don't actually teach that, we teach that it was in 1066 (applause), right?</i>
Heads	<i>The women, they're actually saying that their situation has become worse since the beginning of this war.</i>
Repetition	<i>There has been a terrible loss of confidence in the police.(...) There has been a huge loss of confidence this week in the police.</i>
Accumulation	<i>...they are people's husbands, and wives, and brothers, and fathers, etcetera, etcetera. And so they needed reinforcement</i>
Tails	<i>Where they've been restrained, the officers facing these rioters, ...</i>

The table below presents the results of the analysis in the corpus of TV discussions collected for this research.

Table 5.10. Results of quantitative analysis of emphasising rhetorical features in the corpus of TV discussions

Emphasising markers	Extract 1	Extract 2	Extract 3	Extract 4	Extract 5	Extract 6	Total
a) Cleft sentences	3	18	4	3	0	10	38
b) Heads	0	2		0	0	3	5
c) Tails	0			0	0	3	3
d) Repetition	2	3	1	1	0	2	9
e) Rhetorical questions	1	2	4	4	0	1	12
f) Accumulation	1	2	1	3	0	3	10

In addition to those given in Table 5.8, other examples of emphasising features were identified in the extracts. More examples can be found in Appendix 4.

Cleft sentences

- 1) And that is the level we should be considering this. (Ex.1)
- 2) Now this is what could happen immediately. (Ex.1)
- 3) What they should have been concentrating on is quite clearly...
(Ex.2)
- 4) The one thing that I can say is that what we haven't got on top of, is the narco-economy in Afghanistan. (Ex.2)

Heads:

1) The women, they're actually saying that their situation has become worse since the beginning of this war.

Tails:

1) Of course there should be more police, I quite agree.

Rhetorical questions:

1) Seven million people have been made refugees, how's that a success or doing the Afghan people a favour? (Ex2)

Repetition:

- 1) So when you hear, when you hear talk of rubber bullets... (Ex6)
- 2) whatever people want to believe in the privacy of their own home, in the privacy of whatever religion they're practising, they're free to do that (Ex1)

Accumulation:

- 1) I was shattered to see ah the bricks, and the bottles, etcetera being lobbed at people... (Ex.6)
- 2) when you hear talk of rubber bullets, water cannon and possibly bringing in the army,.. (Ex.6)

The results of the analysis of emphasising features were summarised in the following table:

Table 5.11. Summary of quantitative analysis of emphasising features

Type of emphasising rhetorical features	Total counts in the corpus	Examples from the corpus
Cleft sentences	38	What you need to do, is to stay the long course
Rhetorical questions	12	Who is Murdoch to tell us who

		and how we should be voting for?
Heads	3	The women, they're actually saying that their situation has become worse since the beginning of this war.
Tails	3	Where they've been restrained, <u>the officers facing these rioters</u>
Repetition	9	There has been a terrible loss of confidence in the police.(...) There has been a huge loss of confidence this week in the police.
Accumulation	10	They are people's husbands, and wives, and brothers, and fathers, etcetera, etcetera.

The four types of emphasising rhetorical features most frequently used in the transcribed extracts are cleft sentences (38), rhetorical questions (12), accumulation (10) and repetition (9). These are clearly the most relevant language structures and therefore specific activities are required to teach them.

On the whole, the analysis revealed which language structures specific for spoken interaction students should be made aware of and which genre awareness exercises should be designed to familiarise learners with the various features distinguishing politics-related speaking and writing in terms of textual organisation.

5.3.2.4. *Interpersonal meta-discourse*

The analysis of the interpersonal meta-function is based on a combination of a quantitative and qualitative approach in order to identify items for each category, explore their meanings in context and to examine the frequency of occurrence of some of them.

Hedges

All extracts contain examples with 'well' used at the beginning of utterances, such as:

1. Well, my baggage is, I'm a Greek orthodox
2. Well, look, it is time to free Palestine from the groups of Hamas
3. You say "Oh well, it's an intrusion on the freedom of speech"

It may be argued that this utterance particle is used when the speaker does not agree with what is said but avoids starting his/her utterance by contradicting. This illustrates Aijmer's (2009) finding that 'well' can be employed with the rhetorical function 'to challenge expectations or beliefs attributed to the hearer' (Aijmer, 2009, p. 4)

Attitude markers

1. I find it's extraordinary that you call...

Person markers

Person markers denote the use of personal pronouns and reflect the level of personal involvement of speakers (or writers). Below are the results of the quantitative analysis of the frequency count of person markers in the corpus of TV discussions.

Table 5.12. Analysis of person markers

Extract No	I	you	we
1 (Creationism)	16	11	18
2 (Afghanistan)	15	14	<u>27</u>
3 (Israeli- Palestinian conflict)	13	<u>26</u>	9
4 The influence of Murdoch	17	15	<u>27</u>
5 Control of the Press	9	15	6
6 Riots in Britain in 2011	20	<u>31</u>	10

The analysis of person markers showed that distribution of the use of the first person singular (I), the second person (you) and the first person plural (we) is uneven in the six extracts which suggests that it depends on the topic and the conversational style of the speakers. It is necessary to examine each case in detail in order to identify the reasons for a more frequent use of 'we', 'I' or 'you'.

For example, a high frequency of 'you' in Extract 3 may relate to the fact that participants are involved in a confrontational way of expressing their arguments:

You've created your own ghetto, you've created your own recipe for disaster.

On the other hand, a high number of 'you' in Extract 6 is linked to the use of 'you know' by one of the speakers.

It is interesting to note that the number of the first person plural 'we' exceeds the number of the first person singular 'I' in two extracts: Extract 2

and Extract 4. This may be explained by the use of an inclusive 'we' by the speakers.

1. But we've got many points there and in terms of the drug war we're going to talk about in our next debate later on. (Inclusive 'we' is used by the host)
2. What we need to do is to use the existing laws we've got. (Ex.4)

The analysis revealed the features of the inter-personal function which may be important to include in teaching materials. These language structures can allow speakers 'to finetune, in subtle yet powerful ways, the language they use to negotiate relationships with others (Butt et al, 2000, p.104). Making students aware of 'conversationally assertive strategies' (Egins and Slade, 1997) is of importance both for a better understanding of political rhetoric and for creating a more persuasive discourse.

5.3.3. Genre analysis of TV discussions

The final part of the analysis of discussions focused on the generic structure of texts in the corpus. The following common moves in the generic structure of the discussions of controversial issues were identified:

1. Opening and introductions made by a host,
2. Making a controversial statement/ asking a question by a host;
3. Inviting the expression of opinions by a host,
4. Stating one's point of view by the first side,
5. Stating one's point of view by the second side,
6. Responding to an opinion expressed by the second side/ first side (may repeat several times);
7. Summarising the expressed views by a host (optional)
8. Asking a new question by a host (optional)
9. Closing the discussion by a host

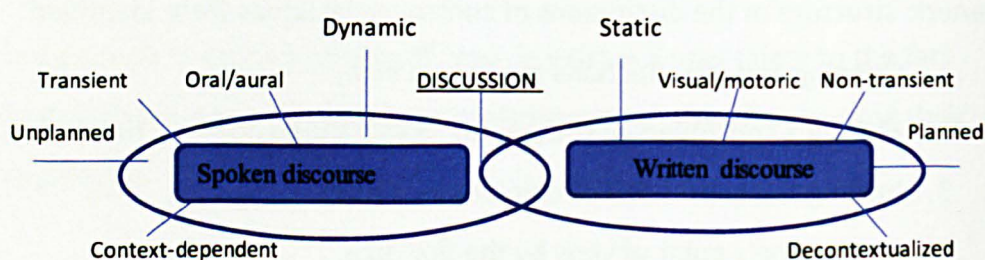
It is noteworthy that a host may take part in managing the discussion by allocating turns to speak. Another point is that moves two to six may take place several times.

5.4. Conclusion for the discourse analysis of TV discussions

Identifying a generic structure of the genre of political discussion enabled the pinpointing of essential elements of a discussion as well as recognising the important role of a host in this genre.

In Hughes' (2002, p.10) diagram of aspects of oral and written discourse production, which was mentioned in the Literature Review, it is situated somewhere in the middle of overlapping circles drawn for each of these discourses since the aspect of being planned is a characteristic of written language.

Figure 5.1. Place of discussion in Hughes' (2011, 2nd edn) diagram of aspects of oral and written production



These findings played an important role in conducting the next part of the research, at which the genre of discussion was taught to the ESP students of Political Management.

Overall, the discourse analysis of the corpus of TV discussions made it possible to identify distinctive phonological and lexico-grammatical features of interactive political discourse. One of the most important findings here is that oral interactions of this type are syntactically complex and require a substantial amount of preparation and practice. The analysis helped to reveal which language structures students should be taught for achieving the communicative aim of persuasiveness whilst producing their own discourse. This stage of research produced data necessary for designing activities for teaching which include practising the textual and inter-personal meta-discourse identified in the corpus of TV discussions.

Chapter 6: Investigations of the Pedagogical Practice

The structure of this chapter reflects the organisation of this stage of research (see Table 3.2 in Chapter 3) which was subdivided into three parts: designing speaking activities on the basis of the results of the discourse analysis described in Chapter 5; genre-based teaching at Bremen University; and evaluating the effectiveness of this teaching. Most of the data analysed here is from the first round of teaching (Section 4), while data from the second round of teaching, which consists of students' responses in end-of-course questionnaires, is presented in Section 5.

The chapter starts by outlining methodologies used for each of the above mentioned parts and continues by presenting findings for these stages. The main findings for the sub-stages of designing activities and teaching are sets of exercises in three teaching and learning cycles (Appendices 5, 6, and 7). A section on the evaluation of teaching presents four types of findings: qualitative analysis of data from the phase of modelling and deconstruction; discourse analysis of students' contributions in transcriptions of discussions; analysis of data from the students' self-assessment reports; and analysis of data obtained from the course-evaluation questionnaire (see Table 3.1 in Chapter 3).

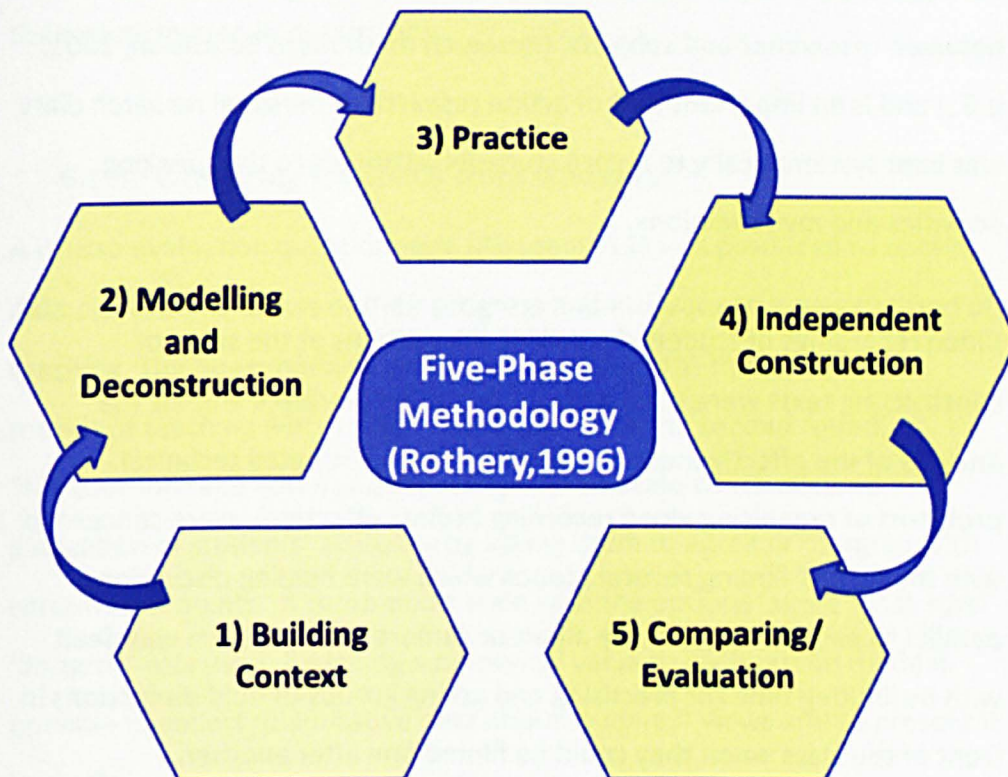
6.1. Methods of data collection

6.1.1. Design of materials

I drew on the five-phase methodology designed for interactive cycles of teaching and learning to produce and sequence activities. This model was introduced by Rothery (1996). Activities were designed for all five phases, including context-building, modelling, deconstruction and comparing and

contrasting. Activities were produced for three learning cycles (see Appendices 5, 6, 7) and each of the cycles covered a certain topic. Figure 6.1 shows the five phases of a cycle of teaching and learning.

Figure 6.1. Phases of a teaching and learning cycle. Diagram slightly modified from Rothery (1996)



The designed speaking activities were taught in interactive cycles of teaching and learning. The ideas for these cycles are based on the socio-cultural perspective of education, the foundation for which was laid by the work of Vygotsky (1934/1978, cited in Feez, 2001) and Bruner (1990). They emphasised that the role of a teacher is to provide scaffolding or necessary support 'similar to that of an expert supporting an apprentice' (Feez, 1999, p.215). Teaching the selected oral genres was conducted in two rounds: in winter semester 2011/2012 and in winter semester 2012/2013. The same set of materials was used in both rounds.

6.1.2. Methods of data collection at the stage of teaching

The main methods of data collection at the stage of teaching were observation and video recording which provided qualitative data for the research. Since I was teaching the students myself, I was able to conduct participant observation and had the dual role of an observer and a teacher. Participant observation has the advantage of 'reducing the distance between researcher and subjects' (Research methods in Education, 2001, p.61) and is an important part of action research. A personal research diary was kept systematically to record students' attitudes to the speaking activities and my reflections.

Video recordings of students' speaking interactions at the stage of constructing texts were used both for providing feedback and for the analysis of the effectiveness of teaching. The anticipated technical problems of organising video recording in class effectively were concerned with the task of filming several groups which were holding discussions parallel to each other with one amateur camera. This problem was dealt with by limiting time for practising and asking groups to hold discussions in front of the class when they could be filmed one after another.

A benefit of video recording is providing immediate feedback to students in that it can be compared to a model shown before. Students themselves can analyse their parts and compare their oral contributions with the ones produced at earlier stages of the learning process to assess their own progress. Involving students in self-assessment may have a positive effect on text-based teaching since it may be seen as enriching teaching and learning cycles through the advantages of a learner-centred approach.

At the same time, this method of data collection provided evidence for the stage of evaluating the effectiveness of genre-based methodology (see

below Section . Video recordings of students' contributions were transcribed for conducting discourse analysis and assessing which learning took place for the students.

Another method of data collection at this stage was gathering students' self- and peer- assessment reports which they were asked to produce after their participation in discussions.

6.1.3. Collecting feedback from students

A course evaluation questionnaire (Appendix 11) was produced to obtain data on students' views of their progress and attitudes to a new method of teaching. The questionnaire was given to students at the end of both rounds of teaching with a slight modification for the second round. The questionnaire was designed using a Likert scale which allowed evaluation of students' attitudes by asking them to agree or disagree with certain statements. A three-point scale with the options 'agree', 'not sure' 'disagree' was used. Assigning a numerical value to each option made it possible to collect quantitative data about students' views and to present it in charts.

In addition to providing quantitative assessment of scale-based statements in the questionnaires, students were asked open-ended questions to encourage them to express their own opinions in meaningful sentences about their learning experience. This method allowed for obtaining unstructured qualitative data.

Students' feedback may be considered to present respondent validation necessary to ensure the standard of qualitative research, which is 'the demonstration that the findings and the researcher's interpretations are credible to those who were involved' (Lincoln and Guba, 1985, cited in Research Methods in Education, 2001). Two methods of data collection,

video recording and students' feedback, allowed for triangulation of results which enhanced the validity of the research.

6.2. Analysis of the data obtained at the stage of teaching

The three types of data obtained at the stage of teaching in the first round included video recordings of students' participation in discussions, observation data from my research journal and the students' self- and peer evaluation reports. All of the data was considered essential for evaluating the effectiveness of using genre-based methodology for teaching speaking.

6.2.1. Discourse analysis

The aim of this stage was to conduct the genre analysis of the transcribed students' discussions investigating to what extent the desirable features of the genre were mastered, analysing moves, turn taking and lexicogrammatical features in the contributions of different speakers. The purpose of the analysis was to answer several pedagogical questions: 1) did students achieve success at the stage of independent production; 2) What was internalised by the speakers from the phase of modelling and joint construction; 3) What was the relation between students' performance in discussions and each learner's overall language proficiency; and finally 4) what was the best way of grouping students of different proficiency levels for helping them to maximise their participation.

In the assessment of tasks, an attempt is made to apply the empirical task evaluation suggested by Ellis (1997). In his terms, two types of evaluation of the effectiveness of a task are performed: a response-based evaluation, which helps to examine the actual outcomes (both the products and processes of the task), and learning-based evaluation, which helps to

determine whether the task has resulted in any new learning. This type of analysis makes it possible to discover to what extent the tasks have accomplished the objectives set for them and helps to identify particular areas of oral production for which the genre-based activities are especially useful. The main task for students in the context of this research was the reproduction of the modelled genre of political discussion, so measuring effectiveness here was aimed at determining the extent of task completion by learners. In other words, the analysis here focused on establishing how successful the learners were at taking part in the genre of political discussion.

In terms of methodological approaches to data analysis, both qualitative and quantitative methods were used at this stage. Qualitative analysis of a large amount of data obtained as a result of video recording and transcribing of eight students' discussions helped to reveal the distinctive features of oral contributions made by the learners and to compare them to the language used in the modelled genres, whilst quantitative analysis was applied for counting the number of turns taken by students of different proficiency levels. The aim of the quantitative analysis of the number of turns which each student had taken while participating in discussions was to reveal the best way of grouping them.

Whilst conducting discourse analysis of students' contributions, several perspectives, including systemic functional and conversation analysis, were taken into account. The following aspects of students' communication were analysed:

- the generic structure of their interactions and whether it differed from the structure in the models;
- the structure of clause complexes in students' interactions; types of connectives they used;

- the use of communication strategies by the learners.

Communication strategies 'are designed to make up for deficiencies in the speaker's linguistic system and involve either avoiding the potential problem altogether, or achieving the communication through some kind of compensatory strategies' (Thornbury and Slade, 2006, p. 220).

Compensatory strategies include using an alternative term which expresses the same meaning; code switching; appealing for help; using fillers/ hesitation devices to gain time to think (see Thornbury and Slade, 2006, p.221).

Examining the retention by students of the rhetorical features which were taught during the teaching and learning cycles was another target of the discourse analysis. Since the aim of teaching and learning cycles was to help the students to internalise lexico-grammatical features of the genre of political discussion that had been identified at the preceding stage of genre characterisation, the analysis of students contributions focused on examining which (if any) of these features were present in the students' speech. Discourse analysis of students' contributions was carried out to identify pragmatic meta-discourse in the learners' communication.

6.2.2. Analysing data from the stage of modelling and deconstruction

Qualitative analysis was used for examining the observational data in the form of observation notes and teacher's journal entries produced during the phase of modelling and deconstruction. The focus was on students' perception of modelled genres and their interpretation of kinesic features. Entries into my research journal were made each time students were asked questions relating to the socio-cultural behaviour of the speakers in the

modelled TV discussions. In addition, observation notes were made during students' pronunciation practice.

This approach to the instruction in class may be characterised as ethnographic. Participant observation and a personal research diary were used systematically to record students' attitudes to the modelled materials. The analysis concentrated on aspects important for cross-cultural differences in interpreting prosodic and kinesic features. However, due to the time and space constraints of this project, the conducted analysis cannot be considered exhaustive but should be seen as pursuing the aim of exploring opportunities for further research.

6.2.3. Analysis of students' self- and peer evaluation reports

Data at this stage consisted of self-evaluation reports produced in different teaching and learning cycles during the first round of teaching. In the self-evaluation reports which students were asked to write after they had watched a video of themselves taking part in discussions in the first teaching and learning cycle, they were supposed to describe their strengths and weaknesses as well as to suggest strategies for improvement. These reports were unstructured in that the learners were not given any specific statements to score their performance. A qualitative approach was taken for analysis of their comments. Their comments were grouped in broad categories related to problem areas the learners identified; their perceived strengths; and strategies they suggested.

For self-evaluation in further discussions learners were given structured self-evaluation forms with statements and scores. Students were required to assess both themselves and their partner. Interestingly, many learners preferred to write their reports on the basis of the forms rather than just select a score for each statement. As before, qualitative analysis of students' responses was carried out in order to gain insight into students'

perception of their own progress. Their answers were categorised on the basis of similarity to find representative quotes.

6.2.4. Course evaluation questionnaires

Quantitative data from the course evaluation questionnaire (Appendix 11), which students had been asked to complete at the end of the course in both rounds of teaching, was processed using Excel files and charts were drawn for each question based on a Likert scale (see section 1.2 on data collection in this Chapter) numerical scores. Qualitative data obtained in the form of answers to open-ended questions was analysed using qualitative methods and categorised in groups with representative quotes.

It was important to construct the questionnaire in such a way so as to take into consideration four different aspects of the effect of teaching and learning cycles on learners: overall improvement of their speaking and discussion skills; the use of video for preparing them for discussions; genre-awareness exercises for practising; and watching video recordings of their performance at the end of the cycles. Two open-ended questions were included to give students more choices in expressing their views on their learning experience.

Quantitative data from the first (2011) and the second (2012) years of teaching were compared to examine how changes in the syllabus introduced after the first round of teaching influenced students' evaluation of the course.

6.3. Findings at the stage of teaching

6.3.1. Design of activities for teaching discussion

One of the most important results of the research was the development of activities for teaching the genre of political discussion to political management students using the findings of the discourse analysis of this genre. Activities were designed for three teaching and learning cycles to teach discussion skills in five phases. Each teaching and learning cycle was designed for 2-3 lessons and covered a certain topic. The following topics were chosen for the cycles: Riots in Britain, Regulation of the Press and Immigration.

In each cycle, activities were developed for the five phases specified in the methodology section of this Chapter (Fig. 6.1) of teaching and learning cycles (Appendices 5, 6, 7). This section presents an account of exercises for each of the stages with examples of activities from different cycles.

Phase 1: Building context.

In this phase learners explore the social and cultural context of the target text type preparing 'the foundation of subsequent language learning' (Feez, 2001:223). Activities for this phase of teaching in my project included viewing videos of relevant TV programmes (such as Panorama on BBC), listening to radio programmes (e.g. Radio 4 'Today'), guided reading, and making summaries and mini-presentations on the basis of these materials.

For example, in the cycle on 'Regulation of the Press' students were assigned one question each to research the background information required to understand the video (such as Press Complaints Commission, the Ofcom, the tabloid and broadsheet press, libel laws, phone-hacking scandal). The sitting arrangement of clusters of six tables in circles allowed for effective organisation of group work so that several groups could work

in parallel and listen to mini-presentations prepared by students as a result of their research. This information gap exercise served two purposes: acquiring essential facts and practising speaking skills. A vocabulary matching exercise introduced the lexis necessary to understand the video and for taking part in subsequent discussions (Appendix 6, teaching and learning cycle 2, exercise 1g).

Phase 2: Modelling and deconstructing texts.

This phase is central to genre-pedagogy since it is aimed at demonstrating tools of genre analysis to learners and at raising their genre awareness. The teacher's role here was that of an expert guiding learners by eliciting answers to the prepared questions. Three types of discussions were presented to learners: BBC Sunday Live, BBC Question Time and BBC Big Questions.

Several types of exercises were given to students at this phase. One of the tasks was to identify the generic structure of texts presented to them (Appendix 5, teaching and learning cycle 1, exercise 2 (b); Appendix 7, teaching and learning cycle 3, exercise 1 (a)).

Whilst viewing the discussions for the second time, students were asked to follow the transcript and highlight textual meta-discourse identified in the genre analysis as characteristic of this genre. In particular, students' attention was drawn to thematic emphasising rhetorical features, such as rhetorical questions and cleft sentences, i.e. those language structures which are used to achieve the rhetorical function of persuasion in an argumentative discussion. The aim of the exercise was to demonstrate to students the frequency of these features in this genre and their role in emphasising ideas.

Example of activities (Appendix 6, Exercise 3 (a)):

a) Watch the video again and pay attention to the ways each of the speakers uses to make their argument sound more convincing.

Look at the script and find sentences in the text which mean the following but are expressed differently:

1) The reason why there isn't a regulatory body is the cowardice of politicians.

2) We need to use the existing laws.

(Answers: 1) There's only one wrong reason why there isn't a regulatory body and that's been the cowardice of politicians up till now. 2) What we need to do is to use the existing laws we've got.)

b) Do the speakers ask rhetorical questions? Highlight the rhetorical questions that they ask.

Further activities for genre analysis were aimed at examining rhetorical features, for instance repetition and accumulation, and inter-personal meta-discourse, such as hedges and attitude markers. Micro-analysis of a few separate arguments permitted the exploration of these features in detail.

An important part of the deconstruction of texts of oral genres was identifying phonological features. Highlighting information focus in clause complexes and marking long and short pauses in tapescripts of texts was one of the exercises that was designed for raising awareness of the significance of intonation in texts of oral genres. For the phonological analysis of discussions, students were made aware of the primary system of five tones in English and their meanings (see Halliday and Greaves, 2008, p.44). (See Appendix 5, Teaching and learning cycle 1, Exercise 4).

Using tools of conversation analysis at the stage of modelling and deconstruction made it possible to focus students' attention on the way in which the order of participation of speakers is organised in the genre of political discussion. Pertinent to the analysis was examining turn-taking and the boundaries of duration of turn-construction units (see Schegloff et al., 2002). By analysing how the distribution of opportunities to talk is organised in a discussion students became familiarised with the turn organisation typical for this genre, which is characterised by two ways of sequencing turns: allocation by a host and using turn relevance point (initiating a turn at the right time). It was important to draw students' attention to how completion of a turn in this genre may give another speaker an opportunity to start the next turn (see Appendix 5, Teaching and learning cycle 1, exercise 2(c)).

Conducting some analysis of kinesic features, such as body language, eye gaze, mimics, was helpful for drawing comparison between different cultural conventions associated with the genre of a political discussion in this mode of communication. It is noteworthy that only video data allows for such analysis, which is particularly relevant for facilitating cross-cultural communication. Incorporating the description of these features in brackets in transcripts was helpful for drawing students' attention to their relevance to this genre (see Appendix 5, Extracts 1 and 4).

Phase 3: Practice

The second phase of modelling and deconstructing was followed by the practice phase. It provided learners with opportunities for practising the identified lexico-grammatical and phonological features in the context of purposeful language use. Several types of activities were developed for this stage. For the practice in forming cleft sentences and rhetorical questions, exercises based on transformation of grammar structures were designed for the relevant topics. Since the genre analysis had revealed the

abundance of conditional clause complexes in the genre of a political discussion, it was necessary that tasks relating to the use of conditional clause complexes were prepared. Special activities were developed for practising the use of frame markers for 'stating the intention of giving or demanding information', 'focussing' and 'sequencing'. An example of such activities is a task of formulating arguments for a topic of the expected discussion with the use of appropriate textual and inter-personal meta-discourse from the lists provided.

Example of activities (Appendix 7, Teaching and learning cycle 3, Exercise 3 (b):

Work in pairs. Student A: think of 5 statements that you would like to make about advantages of immigration for a country. You can use question tags to ask rhetorical questions. Choose the relevant beginnings from the ones below to say them. Listen to your partner who is going to express his/her view in response to what you say:

- * I have to say
- * I can tell you now

Applying the communicative approach made it possible to practise separate parts of the genre with the focus on the language pertinent for a political discussion.

Special exercises for practising phonological features were also developed. For instance, marking intonation in short extracts of transcripts, reading out these extracts to other students and comparing their intonation with the one in the model was an intonation awareness exercise aimed at making students familiar with the intonation resources in English available for emphasising ideas (Appendix 7, Teaching and Learning Cycle 3, Exercise 2).

It should be noted that although the genre of political discussion is a spoken genre, the discourse analysis conducted in this research revealed that it has several features which distinguish it from other spoken interactions, such as casual conversations. The oral contributions of speakers in discussions show their high level of knowledge of a subject, experience in expressing their views and the ability to formulate complete sentences. Therefore, in terms of production, this kind of discourse may be considered planned and to some extent prepared, even though speakers are expected to produce their arguments spontaneously. This means that participation in a political discussion is a very demanding experience which requires at least some preparation. For this reason it was vital that students should be given additional time for practising before taking part in a final discussion. Thus, setting a topic to prepare for a discussion as homework and allocating some time during a lesson for a short rehearsal and/or finalising roles can provide essential scaffolding for a successful outcome.

Example (Appendix 7, Teaching and learning cycle 3, exercise 4)

Homework: form a group of 3 to 5, select a topic for a discussion and prepare for discussion. One student should prepare to be a host and lead the discussion, while one side prepares to be against and another one in favour. You can also do it as a role play and select roles (e.g. a social worker, a Spanish engineer using English as a Lingua Franca, etc.) Make a list of vocabulary you think you may need to use for your role. You are expected to prepare arguments but you will need to be flexible during the discussion.

Phase 4: Independent construction.

At the end of the cycle, students presented their work to the class. Since groups held discussions in front of the class, their performance could be

observed by other students as well as by the researcher who had an opportunity to video record them.

Examples of activities:

Brainstorm a list of topical issues in relation to immigration that you would like to discuss. Form groups with a host and two sides with different opinions and prepare for a discussion. Use an assessment form (Form 1) to assess your performance.

Phase 5: Comparing to the model/ assessment

During this phase, learners were expected to apply the skills of genre analysis they acquired earlier and to analyse their own and each other's contributions. Example of a task for this phase:

After you have taken part in the discussions, give feedback on each other's performance. Write in your notebook how you evaluate your own speaking skills. What have you learnt from taking part in this discussion? What are your strengths and weaknesses? What do you want to improve? Do you have a strategy how to do that?

Data from self-assessment and peer-assessment reports was collected and analysed. The results are presented in Section 6 of this Chapter.

This set of materials, which consists of exercises in three Teaching and learning cycles, was used for the first round of teaching. It was slightly modified for the second round by adapting exercises 1, 2, 3 from Teaching and Learning Cycle 1 (Appendix 5) for the analysis of Extract 3 ('Should we free Palestine').

The development of a practical course of activities based on the findings of the theoretical part of the project was an important outcome and played a vital role in linking the theoretical concepts of genre theory with pedagogical practice. The design of these activities was a major step

towards answering Research Question 3 on the effectiveness of using genre-based methodology for teaching speaking.

6.3.2. Assessment of students' discussion skills

Several approaches to developing discussion assessment criteria were examined and tried in class to select the most effective way of assessing students' performance and measuring their progress during teaching and learning cycles. The first attempt was to use a descriptive method of evaluating and self-evaluating students' work which involved them describing their strengths and weaknesses and suggesting strategies for improvement of their discussion skills. Criteria (Appendix 7) were suggested both for self-assessment and peer-assessment reports in all teaching and learning cycles. This formative assessment (see Chapter 2, Section 2.9) provided an informal medium of communication for learners to express themselves freely and reflected a learner-centred approach. Although these criteria proved to be effective for the first reports, and students provided quite detailed accounts of self- and peer-assessment, it could be seen that more clearly defined descriptors of students' performance would provide them with specific measuring categories and would specify aims and objectives for improving their discussion skills. Indeed, students' feedback showed that they were unprepared for pointing out problem areas and needed assistance in formulating their strengths and weaknesses. Therefore, my task was to identify aspects of the oral production of the genre of political discussions which should be focussed on during an assessment, as well as to develop performance descriptors with a scoring scale for each of these aspects. It was essential that these aspects should both include general categories for assessment of oral proficiency (see definition in Chapter 2, Section 2.9.3.) and reflect those

features which students were taught to use during teaching and learning cycles.

My search for the relevant descriptors was based on analysing descriptor scales developed for the Common European Framework of Reference (CEFR) for Languages (see Chapter 2, Section 2.9.3.2) by North and Schneider (1998). In this approach communicative language competence is subdivided into linguistic, pragmatic and socio-linguistic competences. Descriptors which mainly refer to pragmatic competence were developed and scored from one to five for evaluating students' performance in the second teaching and learning cycle (see Table 6.1). An attempt was made to incorporate all aspects of genre awareness and genre practising exercises designed for the stages of modelling and independent construction (see below).

Table 6. 1. Short discussion assessment form

Assess both yourself and your partner using the following descriptors.

Circle the number to rate the skills (1- poor, 5-excellent).

Takes an active part in a discussion, making regular contributions, putting point of view clearly					
1	2	3	4	5	
Produces stretches of speech without long (?) pauses spontaneously					
1	2	3	4	5	
Takes turns when appropriate					
1	2	3	4	5	
Can manage turns in a discussion: is able to refer to particular points in a discussion, can sequence arguments, etc.					
1	2	3	4	5	
Uses different linguistic tactics to emphasise their argument: rhetorical questions, cleft sentences, accumulation, etc.					

1 2 3 4 5

Uses different types of connectives to link ideas (e.g. contrastive (e.g. but), conditional (e.g. if), resultive (so, because))

1 2 3 4 5

Can express different nuances of personal involvement / attitude to what is being said (hedging)

1 2 3 4 5

Positions self appropriately to speakers by using appropriate language and style

1 2 3 4 5

This assessment form provided students with clear guidance on the aspects of their performance to be taken into consideration in peer- and self-assessments. In addition to scores for each category, many students included reflective records with descriptive evaluation of their participation in the discussion for each category on the form.

The evaluation of the effectiveness of this form for measuring students' performance enabled the identification of some aspects that had not been taken into account. One problem revealed by students in their feedback at the end of the first teaching and learning cycle was the absence of clarity in assigning scores for each category. More specific descriptors for each score were needed to give students a clearer idea of their performance. Another aspect of assessment that was disregarded was linguistic competence. Although the focus of the teaching and learning cycles was on pragmatic meta-discourse and raising pragmatic awareness, it proved insufficient to concentrate solely on assessing pragmatic competence. Indeed, it was felt that such aspects of linguistic competence as vocabulary and grammar constitute an important part of oral production and should be included in the assessment.

As a result of studying the descriptors suggested in the CEFR and analysing students' discussions, a set of rubrics for each of the categories was devised to provide a precise description of students' skills and abilities and to measure them using a scoring scale of one (1) to (5).

Table 6. 2. Detailed discussions assessment form

Pragmatic Competence

- Taking part in a discussion.

1	Provides several-word contributions very rarely
2	Makes a few contributions, but does not express their point of view clearly
3	Is able to follow a discussion and make some relevant contributions
4	Is able to follow a discussion and make well-formed knowledgeable contributions
5	Takes an active part in a discussion. Is able to formulate ideas elegantly. Demonstrates excellent knowledge of the topic

- Fluency and spontaneity

1	Speaks with long pauses, produces incomplete stretches of speech
2	Overreliance on written material while expressing their point of view, makes long pauses and hesitates while speaking
3	Generally fluent speech, but some reliance on written material, use of native language pause-filler (e.g. Ja)
4	Good fluent speech, but some hesitation
5	Excellent and spontaneous speech, some hesitation does not impede communication

- Turn-taking

1	Unable to take turns at a suitable time
2	Attempts to take turns but timing is inappropriate. Speaks for either too long or not long enough
3	Attempts to take turns at the appropriate time. Not always appropriate length
4	Takes turns at appropriate time and makes appropriate contributions.
5	Excellent turn-taking, appropriate timing, appropriate length of contributions

- Use of pragmatic meta-discourse (additional points)

1-2-3	Uses different linguistic tactics to emphasise their argument: rhetorical questions, cleft sentences, accumulation, etc. (depends on the number and appropriateness)
1-2	Can manage their turn in a discussion: is able to refer to particular points in a discussion, can sequence their arguments, etc.
1-2	Can express different nuances of personal involvement/ attitude to what is being said (for example, hedging)

- Sociolinguistic competence

1-2-3	Positions self appropriately to speakers by using appropriate language and style
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Linguistic Competence

- Vocabulary

1	Inadequate knowledge of vocabulary for the subject, incorrect
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	use of words
2	Vocabulary is limited, the same words are repeated or used incorrectly
3	Some knowledge and use of relevant vocabulary
4	Is able to use a fair amount of specific vocabulary and creative strategies to deal with gaps in vocabulary
5	Wide range of specific vocabulary appropriate to subject

- Grammar – range and accuracy

1	Many serious errors in grammar
2	Some serious errors, is able to use a limited range of structures
3	Is able to use a wider range of structures, can use some types of connectives to link ideas. Many sentences are left unfinished
4	Minor errors only, is able to use a fairly wide range of structures, can use different types of connectives
5	Near-perfect level at this level, is able to use a wide range of structures and different types of connectives to link ideas (e.g. contrastive (e.g. but), conditional (e.g. if), resultive (so, because)

- Phonological control

1	Pronunciation is not clear, intonation is not used to show information focus in utterances
2	Occasional mistakes in pronunciation, some attempts to use intonation for highlighting important information
3	Very good pronunciation, use of intonation for highlighting ideas

The advantage of this assessment form is that it provides a detailed description of each aspect of oral production of the genre of political

discussions and can be used both for setting objectives for students and for self- or teacher-assessments of students' performance in this genre. Since it is presented as a grid of selected categories, it can be used for giving a diagnostic profile of a learner. This form helps to combine internal and external perspectives on assessment and to focus on two different elements: achievements and proficiency level. Indeed, there are categories which clearly relate to the work during teaching and learning cycles (taking part in a discussion; turn-taking; use of pragmatic meta-discourse; sociolinguistic competence) that can measure success in learning . At the same time these categories relate to evaluating practical language in situations relevant to the students' academic and professional life and reflect a proficiency approach in that they help everyone to see where learners stand in terms of the level of their skills. General categories (linguistic competence categories) also help to define learners' levels of proficiency (see Literature Review, Section 2.9.3). Thus it may be argued that the form can be used for students of different levels, and in fact may serve for defining students' proficiency in political discussions. For example, the difference between scores of four and five in most categories distinguishes learners of B2 and C1 levels. This assessment form offers a comprehensive structured approach to the evaluation of students' discussion skills.

Thus the form can be an instrument for both the formative and summative assessment of students (see Literature Review, Section 2.9.3). When applied at the initial stages of teaching discussions, it can be used for self- and peer assessment and thus provide information for students and teacher about the gap in learning. Using the form at the final stage of the course makes it possible to apply it for summative assessment.

Overall, several types of formative assessment were offered to the learners for evaluating their own progress: self-assessment reports, and a grid of descriptors with scores and a detailed grid of descriptors with rubrics scored one to five. A variety of assessment tools gave students an opportunity to try both structured and unstructured approaches to self-assessment and assisted in increasing the validity of results. In terms of socio-cultural approach the present research showed how assessment can be used for learning encouraging students to be actively involved in the process of co-constructing knowledge.

The same forms were used by the researcher/teacher for giving feedback on students' performance which provided an efficient and reliable way of evaluating students' work.

The discussion assessment form was introduced for testing students' speaking skills at the end of the course (summative assessment). It may be argued that the advantage of this way of testing is that discussion as a type of activity offered in this project, models a real-life situation. Therefore it may be better suited for measuring students' level of proficiency than other speaking tests, such as an interview, which has obvious constraints for speakers in terms of unequal power of participants. This suggestion was discussed with the teachers in the language centre involved in designing examinations for different courses. A decision was made to try the assessment form for several courses.

6.4. Evaluating the effectiveness of genre-based methodology

Analysis at this stage of research was aimed at evaluating the effectiveness of the genre-based teaching methodology used to develop speaking activities for political management students. It produced four groups of findings. The first group was the results of the qualitative interpretative analysis of unstructured data obtained at the modelling phase of genre-based teaching of political discussions. Findings in the second group included results of discourse analysis of the recorded data from the stage of independent production of genre. The third group of findings was obtained by analysing the data which consisted of students' self-evaluation reports produced in different teaching and learning cycles. Finally, the fourth group of results consisted of the findings of quantitative and qualitative analysis of course evaluation questionnaires completed by the students at the end of the course.

6.4.1. Findings at the phase of modelling and deconstruction (results of the interpretative analysis of the observational data)

At the stage of modelling and deconstruction students were provided with video recordings and their transcripts and were asked to follow the contributions of each of the speakers. Here data consists of the observation notes and research diary entries which were made while observing students doing exercises 2 and 3 (Teaching and learning cycle 1), exercise 3, (Teaching and learning cycle 2), and exercise 1, (Teaching and learning cycle 3). Short entries were made at the end of each session which included the teacher's observation notes as well as students' comments on their perception of speaking activities at different phases. Notes were made on each group. The diary helped to reveal students' attitudes to exercises and thus was helpful for obtaining additional information on the

effectiveness of the activities (see Appendix 12 for examples of diary entries).

Students' attention was caught by the content of the speakers' arguments. When asked which speakers they found most convincing after watching the first extract "Discussion of riots", most of the students found none of the speakers' arguments sufficiently influential since "problems were discussed superficially, not in depth". In terms of expression, some of the students considered that "the least emotional one was the most convincing" (more than half of the learners in both groups supported this point). This perception of a speaker's verbal and non-verbal behaviour by the students deserves attention since arguably it is influenced by the norms and conventions common in the students' culture and may therefore signify cross-cultural variation in the ways of self-expression. Indeed, students in other European cultures might have stated the opposite (that the most emotional speaker is the most convincing). This observation sheds light on the importance of raising students' awareness of cross-cultural difference in extra-linguistic features in oral face-to-face communication. Awareness of the differences may help students to choose the most suitable way of presenting their arguments as well as to interpret correctly the intentions of other speakers. Misinterpretation of emotional expression may lead to breakdown in communication. It should be pointed out that further studies are needed to acquire more detailed knowledge of the significance and ways of emotional self-expression in different cultures.

Another cross-cultural difference in interpreting extra-linguistic features was revealed while students conducted a detailed analysis of one of the arguments of a speaker in the "Riots" discussion (activity described in Appendix 5, ex.3 a). They were asked to explain a smile when the speaker was answering the host's question "Would more pro-acting policing, more force, have calmed things down, shut things down earlier?" – "I don't know

about force (smiling).” Some of the students explained the smile as an attempt to mitigate the use of the word ‘force’ in her speech pointing out that the speaker was a church minister, while some suggested that the smile was a sign of incompetence. The students emphasised that this would not be a typical behaviour for a German speaker as for them a serious face tends to be a sign of a serious and competent attitude.

Explanation of a smile as a potential sign of irony or politeness in the British culture was helpful for raising students’ awareness of cross-cultural differences in interpreting facial expressions. This awareness of non-coinciding meanings of a smile in different cultures can be helpful both for learners of English in Germany and for learners of German who should be familiarised with the fact that the absence of a smile does not mean an intended rudeness or unfriendliness. As with the overall emotional self-expression discussed above it is essential to conduct further research into the difference of interpretation of facial expressions which accompany verbal communication.

Genre-awareness exercises at the phase of modelling and deconstruction were useful for raising students’ awareness of the difference in phonological features in German and English. The task of reading out text pronounced by a host on a TV show and comparing it with the intonation in the model helped the students to pay attention to a more varied intonation pattern in English speech. Students’ first response to this exercise was disbelief in the naturalness of the intonation used by the host. Students’ attempts to reproduce the tones of ‘high falls’, ‘fall-rises’ and ‘rise-falls’ were useful for experiencing the differences in phonology. Thus this exercise was effective both for raising students’ awareness and for teaching phonological features relevant to the improvement of their communication proficiency.

Summing up, the qualitative analysis of the data obtained during the phase of modelling and deconstruction has demonstrated the effectiveness of activities aimed at drawing students' attention to socio-linguistic features vital for oral interaction. It has shown that joint analysis of non-verbal communication along with verbal expression is essential for sensitising students to the cross-cultural differences in the genre of political discussion. An important conclusion that may be drawn from this stage is that explicit instruction is essential for maximising the use of video resources for raising cultural-linguistic awareness. Indeed, tasks such as the interpretation of facial expressions and body language, comparing and reproducing intonation in various parts of discussion help to pinpoint the cultural variations which otherwise might be left unexplained if not noticed. This suggests the need for creating a video corpus of different cultural events relevant to the needs of students who are required to spend a semester in a foreign country. Resources in such a corpus could be used for teaching socio-linguistic features of different genres.

6.4.2. Findings at the phase of independent production of the genre of discussion (discourse analysis of students' contributions for the three teaching and learning cycles in the first round of teaching).

The aim of this part was to conduct a discourse analysis of the transcribed students' discussions in order to establish to what extent the social purpose of the genre was achieved, analysing moves, turn taking and lexico-grammatical features in contributions from different speakers. The purpose of the analysis was to answer several pedagogical questions:

- 1) Did students achieve success at the stage of independent production?

- 2) What was internalised by the speakers from the phase of modelling and joint construction?
- 3) What was the relation between students' performance in discussions and their overall language proficiency?
- 4) What is the best way of grouping students of different proficiency levels to help them to maximise their participation?

The data produced at the stage of independent construction of genre consisted of recordings of thirteen discussions held in two different groups of students of political management, eight of which were transcribed by me using the same transcription conventions as for transcribing video recordings in the Methodology section of the Chapter 5 (see Appendix 10). Recordings for transcription were selected with a view to comparing contributions of the same learners in different discussions after they completed activities in the previous phases of teaching and learning cycles, and include learners of different proficiency levels.

Transcribed recordings consist of four group discussions held by the students of lower level proficiency and four held by higher-proficiency students. Groups were re-formed, so different speakers took part in different discussions.

Table 6. 3. Numbering of students' discussions (lower-proficiency group)

The ordinal number of a discussion in Appendix 10	Number of students in a discussion group	Discussion topics
Discussion 1	3	Riots in Britain ('should the army be used')
Discussion 2	3	Riots in Britain ('should social networks be blocked for preventing riots')

Discussion 3	4	Immigration (a multicultural society)
Discussion 4	5	Immigration ('should Germany promote immigration')

Table 6.4. Numbering of students' discussions (higher-proficiency group)

The ordinal number of a discussion in Appendix 10	Number of students in a discussion group	Discussion topics
Discussion 5	7	Regulation of the press ('should journalists be free to write what they want')
Discussion 6	7	Regulation of the press ('is printed press controlled by too few groups')
Discussion 7	5	Multi-cultural society (advantages and disadvantages)
Discussion 8	5	Immigration (which advantages does it have)

6.4.2.1. The overall evaluation of the success of the task

The unfolding of the genre was taking place without the teacher's intervention and therefore all participants in the discussion had a more or less equal power status and a chance for independent production. Thus 'opportunities were created for learners to control the discourse' (Ellis, 1998, cited in Thornbury and Slade, 2006) and all learners participated in political discussions. The outcome suggests that the main task of reproduction of the modelled genre was accomplished and therefore success was achieved. Indeed, the main task of holding a discussion

resulted in “language use that bears a resemblance to the way language is used in the real world” (Ellis, 2003) which is the main objective in genre-based teaching.

All eight discussions in Appendix 10 show that students were able to produce discourse appropriate for the genre of political discussion (see Examples 1-7 below for students’ contributions). They were unassisted by the teacher in their production and demonstrated the skills needed for taking part in this genre. In the next part of this section, discourse analysis is conducted in order to illustrate specific points. In particular, it is investigated to what extent the purpose of the genre for each participant was achieved, to analyse moves, turn taking and lexico-grammatical features in contributions from different speakers. This data is relevant to evaluating success at the stage of independent production which is one of the four main aims of the analysis listed at the beginning of this section. The purpose of discussion for individual participants is to express one’s point of view while convincing others of the rightness of the presented arguments by refuting or at least relativising the arguments of another side. This aim was achieved in all discussions as speakers were engaged in presenting their arguments and countering another side referring to the same topic. Discussions were opened and finished by hosts when either arguments or the time were exhausted.

Common moves in the generic structure of the discussions of controversial issues were present in all discussions. These moves were identified and defined in the Findings section of Chapter on Discourse Analysis. These included opening and introductions made by a host, making a controversial statement/ asking a question by a host; inviting the expression of opinions, stating one’s point of view by the first side, stating one’s point of view by the second side, refuting the arguments of the opponents and closing the

discussion by a host, which were correctly identified by the students as obligatory. It may be argued that students internalised the generic structure of a discussion of controversial issues and succeeded in taking turns identifying the appropriate time for it.

All speakers apart from one (who failed to make any contributions in a discussion for the reasons discussed in Section 4.2.4) demonstrated both some language competence and strategic competence including the pragmatic, functional and sociolinguistic knowledge necessary to take part in a discussion. They used available linguistic resources to express views and to support them with arguments (see examples below).

Example 1 (from Appendix 10, Discussion 7)

We are more sceptical regarding theme of immigration, we are of the opinion, that there are many aspects which showed that immigration doesn't really work, for example there are many statistics who show that there is a greater poverty after immigration as people occupy low income employment and wages are low and they are more affected by downturns in economy.

Example 2 (from Appendix 10, Discussion 3)

I disagree with that, because I think in Germany we already have a multi-cultural society, in which every culture lives together peacefully most of the times, and I also think that we can learn from other cultures too, it's a benefit to our culture to learn from other societies and to bring Germany forward and the immigrants are very important for Germany and to bring our economy, yes.

It may be hypothesised that the level of speakers' competences is related to their overall language proficiency (see definition in Section 2.9.3).

Students who had higher scores in a multiple-choice quick placement test (carried out at the beginning of the course) demonstrated more variety in expressing themselves using vocabulary and grammar than students who scored lower in the same test. For example, this turn made by an advanced student shows her ability to express ideas clearly and with adequate grammatical accuracy:

Example 3

I think it's obvious basically that self-regulation has failed. There's too large concentration of power in newspaper industry. You cannot let the beast control the beast. (Discussion 5)

Moreover, students of higher proficiency were good at structuring their responses to opponents' arguments, being able to express partial agreement at the beginning and pointing out the difference in their views (logical connectives are underlined):

Example 4

Well, I totally agree with that, no human rights should be eh harmed. But there are some differences between the cases. So maybe you are right and something like the hacking that came up when private persons wrote and we totally agree with that but if you would hack eh a political enemy or may be (interrupted by another speaker) (Discussion 5)

This is another example of a higher-level student's response:

Example 5

So it's absolutely clear that both, government and immigrants must work harder on the integration. So it's not the fault of German state, to want their citizens to be good Germans, but Germany also

needs to be a better host. So the jobs available to Germans and children with immigrant backgrounds are three times less than the national average, this is, like my colleague said, the fault of the state, and not of the immigrants, and not of the multi-cultural society. (Discussion 7)

These students demonstrate an ability to use completed clause complexes with logical connectives of different types. At the same time, even advanced students base their answers on the materials used during the phases of context-building and modelling. This testifies to the fact that these first phases of teaching and learning cycles are of significant relevance to a successful outcome at the phase of independent production of a genre.

Lower-level students achieve communication both on account of having internalised the language at the pre-production phases of teaching and learning cycles and due to being able to use communication strategies, which 'are deployed in order to overcome difficulties, specifically to compensate for some linguistic deficiency in the linguistic system' (Thornbury and Slade, 2006, p.220).

The following contribution of a lower-level student demonstrates the use of vocabulary and pragmatic discourse markers, internalised at the pre-production phases, and different compensatory and time-gaining strategies employed by the student to convey her message (logical connectives and sequencing meta-discourse are underlined):

Example 6

OK, I will start. I think security is em is against ... no (puts her hands to her face) [not clear]. I think the use of army against riots is good for the society because the army could protect the society and I think eh they do not have huge presence to mmm to amm (Pronounces fast) May be they should stand in the background and if .. in case of emergency they could defend and the people amm

yeh against the rioters and so I think, this is my first point I should say that the army against riots is a good [unclear] (Discussion 1).

The student attempts to express her message in clause complexes with logical connectives of addition and result. Her contribution contains a large number of content words such as 'presence', 'defend', 'emergency', 'society', 'protect', which shows that some learning or consolidation of vocabulary took place at the pre-production phases. She also uses a pragmatic discourse marker for sequencing (it's my first point') introduced and practised earlier in the teaching and learning cycle. At the same time the following communication strategies can be identified in the student's speech: false start and the use of fillers (emm, eh, amm) to gain time to think and to show that she is continuing her turn. This suggests a successful combination of preparation work at the phase of modelling/deconstruction and use of communication strategies.

The analysis of contributions in the discussions of lower-proficiency students indicated that lower-level students use various communication strategies such as leaving clause complexes incomplete, creating non-existing L2 words; using mime and gestures, code switching, turning to a conversation partner for help and using filling words to bridge pauses. The following example illustrates the use of hesitation devices and fillers, including the German-influenced pause-filler yeh.

Example 7

Philip-Yeh, I agree in this point, I mean the riots are awful thing, what happens, you know but I think this repressive action, you know, when I block something in the Internet, you must look it, we must watch these things in completely different way, because- why? It's why this happens, OK, if you say they're organised in the Internet, Facebook, etcetera, but I think it's it's eh eh it's like eh a solid problem in the society, it is just like a platform, you know, I mean, it's via Internet, then it's on the street, well, it will happen

*somehow, you know, this argument of you like in China, I mean China will collapse, I mean eh eh may be soon, may be in ten years but they will have this democratic eh democratic (pause, **searching for a word**)*

(Another speaker): - deficit

Deficit, thank you, and emm, I think it's it's like the free opinion in our country is a big thing like very very ehm ehm, that is, I mean our society is built by free opinion, so when you, when you try to emm [pause]yeh block this somehow, the free opinion, you have more oppression. (Discussion 2)

Interestingly, the student extensively uses a pause filler 'you know' (by Thornbury and Slade (2006) classification) which was used by one of the speakers in a modelled TV discussion and might have been internalised by this student at the modelling phase.

6.4.2.2. Analysis of students' progress

Since speaking activities at the phases of deconstruction and joint construction concentrated on introducing and practising rhetorical questions, cleft sentences and pragmatic markers, it seems opportune to explore the use of this language in students' contributions. The analysis of the discussions shows that internalising of these linguistic means depends on the level of students' language proficiency. Students of a higher level were able to use a greater variety of emphasising language.

Examples of discourse markers of referring and stating the purpose of discourse (in colour):

Example 8 (Discussion 7)

*replying to the first point **that we can't say that there is no multi-cultural society in Germany,...***

Example 9 (Discussion 7)

referring to the fact that eh lots of eh immigrants are , they are not integrated

Example 10 (Discussion 5)

I would actually like to come back to the point

Example 11

our point is *that we*

Example 12 (Discussion 8)

But let me ask you a final question.

Examples of rhetorical questions:

Example 13 (Discussion 7)

you can't say that's it's not, can you?

Example 14

Benedict – It's OK that the Bidzeitung makes the politics of the day?

Example 15

Lisa – Yes, who are you to say that it's not (fall) OK?

Example 16 (Discussion 6)

....So who am I to say that some things are not that good for many people

Example 17 (Discussion 8)

We are talking about highly skilled workers, aren't we?

Example 18 (Discussion 8)

Isn't it egoistic in a way when you say you want to have...

Example 19) (Discussion 4)

why there should there be more and more and more immigrants and
why should we risk our resources?

Examples of cleft sentences:

Example 20 (Discussion 5)

that's what we're saying

Example 21 (Discussion 6)

What we actually want is change of thinking of people

Example 22 (Discussion 6)

that's what we wish to do to change

Example 23 (Discussion 6)

what you mean is that

Example 24 (Discussion 6)

what's the big problem is that you have a lack of choice

The analysis of the students' speech for these features showed a frequency of use of emphasising rhetorical features in the discussions which took place after the phase of joint co-construction and engagement in specific activities for practising this language. At the same time the analysis of students' contributions shows that the frequency increases in subsequent discussions, i.e. the more often students take part in discussions, the more confident in using emphasising rhetorical features they get.

As for the lower level students, progress in their oral performance can be seen in the decrease of the number of fillers/ hesitation devices. For example, the same speaker from example 2 above uses fewer hesitation devices when he participates in the second discussion.

Example 25

Philip - But example that, I mean there is not any more multi-cultural society, that they join kind of German society, I mean it's like the joint, looks like there is 'Leitkultur' somehow, I mean like people are are not pure Germans, but parents are German, I mean it's like they look not losing this traditional but I mean they must join the German culture, the German life, also to be somewhat successful in the society, I think you can't I mean live in, how to say,

like in, for example, some Arabic states because the system of living completely different like in Germany, so you must join this German or Western type of living to be some more, I mean more accepted than to live in some blocks (gestures) it's not this like, yeh [pause] That's it. (Discussion 3).

The pause fillers used here are 'I mean' (5), like (1), how to say (1) which signifies some relative improvement in the student's fluency.

A further issue in the analysis is students' lack of socio-linguistic and pragmatic correctness. There are very few examples of these instances in the discussions. An example of this is a sentence:

Example 26

Don't interrupt me! (Discussion 7)

Despite the fact that the language for expressing an intention to carry on speaking was given to students in one of the activities at a pre-production phase, the learner uses this command instead of a polite request (e.g. Let me finish my point, please). It was important to explain in the feedback that the effect of this wrong usage might lead to a breakdown in communication.

The analysis of frequency counts of frame and attitudinal markers and emphasising features in students' contributions in all discussions was summarised in Table 6.5.

Table 6.5. Frame markers, attitudinal markers and emphasising rhetorical features in the students' contributions

Discussions (as listed in Appendix 10)	Examples and number of counts of frame markers	Examples and number of counts of emphasising rhetorical features	Examples and number of counts of attitudinal markers
Discussion 1 (B2 students)	1) this is my first point	an attempt to produce a cleft sentence 1) what you should have to do is to amm (pause) bring in some emm eh preventive measures to	none

		eh stop the riots	
	Total = 1	Total = 1	
Discussion 2 (B2 students)	none	none	
Discussion 3 (B2 students)		<p>Rhetorical questions -2</p> <p>1)what's or how we definite multi-cultural, I mean what is the meaning of this word (a rhetoric question))</p> <p>2)so why do we need the Turkish culture as well</p> <p>Repetition -1</p> <p>1)you will see that a mix of the cultures won't bring us forward, won't bring us to step ahead.</p> <p>Total = 3</p>	none
Discussion 4	none	<p>Cleft sentence -1</p> <p>1)This is the conflict that I've just mentioned</p> <p>Rhetorical question -1</p> <p>1)why there should there be more and more and more immigrants and why should we risk our resources)</p> <p>Total = 2</p>	none
Discussion 5 (C1 students)	<p>let him finish his point</p> <p>I would actually like to come back to the point</p>	<p>Cleft sentences -4</p> <p>1)that's absolutely not OK to regulate the press.</p> <p>2)What we want to say is that we don't import any illegal</p> <p>3) it's often too difficult financially for an individual to fight the newspaper</p> <p>4) So the only opportunity to regulate the press and let it be free and to be regulated by the press</p> <p>Rhetorical questions - 2</p>	<p>Attitudinal markers</p> <p>I think it's obvious basically</p> <p>Hedging - 2</p> <p>2 (Well,)</p> <p>1)Well, I totally agree with that , no human rights should be eh harmed. But there are</p>

		<p>1)isn't it your own right. 2)...there happens someone is murdered, so what shall we do?</p>	<p>some differences between the cases</p> <p>2)Well, also the hacking case is a good example that the law was working</p> <p>Total = 3</p>
	Total = 2	Total = 6	
Discussion 6 (C1 – B2 students)	<p>1)I want to ask this side</p> <p>2)I would like to say that our point is that we</p> <p>3)That's not our point</p> <p>4)But I want to ask you</p> <p>5)let's get back to our original subject</p> <p>Total = 5</p>	<p>Cleft sentences - 6</p> <p>1)what we think is that</p> <p>2)it's the reader who can regulate the press,</p> <p>3)What we actually want is change of thinking of people</p> <p>4) that's what we wish to change</p> <p>5)what you mean is that</p> <p>6)the big problem is that you have a lack of choice</p> <p>Rhetorical questions -3</p> <p>1)who are you to say that it's <u>not</u> (fall) OK?</p> <p>2)who am I to say that some things are not that good for many people</p> <p>3)the question is how we achieve that</p> <p>Total = 9</p>	<p>Attitudinal markers -1</p> <p>Of course you can read</p> <p>Hedging -3</p> <p>1) Well, what we think is that</p> <p>2)Well we personally think that more regulation of the press is a huge mistake</p> <p>3)Well I think that well you are right</p> <p>Total = 4</p>
Discussion 7 (C1 students)	<p>1) replying to the first point</p> <p>2)referring to the fact that</p>	<p>Cleft sentences - 5</p> <p>1)it's absolute positive thing to have a multi-cultural society</p> <p>2)it's not the fault of German state, to want their citizens to be good Germans</p> <p>3)That's not the point that we talking about</p>	<p>Attitudinal markers:</p> <p>2</p> <p>of course, there is multi-culturalism</p> <p>of course there might be the fact that</p>

		<p>4)it's not only the state who has 5)to make efforts to integrate people but also the people it's not correct to say that we are racists</p> <p>Rhetorical question -2</p> <p>1)Are there any aspects which are wrong</p> <p>2)you can't say that's it's not, can you</p> <p>Total = 7</p>	<p>sometimes it's not possible for</p> <p>Total = 2</p>
Discussion 8 (B2 and C1 level)	<p>1 But let me ask you a final question</p> <p>Total = 1</p>	<p>3 Rhetorical question</p> <p>1)We are talking about highly skilled workers, aren't' we?</p> <p>2)Isn't it egoistic in a way when you say</p> <p>3)So what about the countries they come from?</p> <p>Cleft sentence</p> <p>1)What I mean why shouldn't because</p> <p>Total = 4</p>	

The analysis of frequency counts in all eight transcribed discussions demonstrates that the higher-level students in discussions 5, 6, 7 and 8 used more rhetorical features in their contributions than the lower-level students.

A case study was conducted in order to identify the frequency counts of meta-discourse in students' contributions of one lower-level student (Philip) and one higher level student (Lisa). These students were selected to represent two different levels of proficiency – B2 and C1 according to the CEFR. Both students took part in two different discussions each. The analysis was aimed at revealing examples of the internalisation of the pragmatic meta-discourse introduced at the earlier phases of teaching and learning cycles. In addition, Table 6.6. shows the frequency counts of

unfinished sentences, pause fillers and instances of hesitancy in the students' speech.

Table 6.6. Case study: quantitative analysis of meta-discourse and rhetorical features in the contributions of two students

	Philip (B2) 1 st discussion	Philip (B2) 2 nd discussion	Lisa (C1) 1 st discussion	Lisa (C1) 2 nd discussion
Frame markers	none	none	I would like to say that...	Well, I want to say something to ask this point about culture
Emphasising rhetorical features	none	what's or how we define multi-cultural, I mean what is the meaning of this word (a rhetoric question)	it's the reader who can regulate the press (a cleft sentence) who are you to say that it's <u>not</u> OK (a rhetorical question)	Isn't it egoistic in a way when you say you want to have criteria for immigrants? (a rhetorical question) So what about the countries they come from? (a rhetorical question)
Hesitancy	Eh/mm - 8	Eh/mm -3	none	mm- 3
Pause fillers	You know – 12	You know – 1 I mean – 4 Like -1	none	none

Unfinished sentences	11	5	none	none
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The analysis indicates that the lower-proficiency student (Philip) did not use any frame markers or emphasising language structures in the first discussion, while there was one instance of using an emphasising rhetorical feature (a rhetorical question) in the second discussion. The number of unfinished sentences in his contributions in the second discussion halved, and there were noticeably fewer instances of hesitancy and pause fillers. The higher-proficiency student (Lisa) used frame markers and emphasising rhetorical features in both discussions. Although the frequency number is low, the use is appropriate which signifies that the internalisation of the language features took place.

This case study supports the findings of the qualitative analysis that the progress of lower-proficiency students manifests itself in the reduction of pause fillers and instances of hesitancy, while higher-proficiency students demonstrate their ability to use meta-discourse in their speech. At the same time, there is a tendency for students to improve the ability to use these linguistic features in subsequent discussions. A possible interpretation of this analysis is that teaching characteristic features of the genre of discussion, such as frame markers and emphasising language structures, is most beneficial for students of C1 level.

This analysis is also important for understanding how genre awareness of linguistic features of a genre transfers into acquisition of these features. Indeed, both students had a chance to do genre-awareness activities at the phase of modelling and deconstruction, however, only the higher-proficiency student was able to use these features in her speech. Undeniably, further research is needed to corroborate these results.

Although frequency counts of linguistic features in students' contributions is an indication of learning, other evidence of genre acquisition should not

be underestimated. The aforementioned characteristics, such as turn-taking, length of turns, the appropriate moves, are also significant for assessing students' ability to perform the genre of discussion.

It should be noted that there are several factors which make it difficult to establish how much learning of a genre has taken place. First, all discussions took place after the modelling and deconstruction phase, so it was not the aim of this research to have a control group without genre teaching to compare the effect of genre methodology. One of the problems was to obtain data for the performance of the same students in different discussions due to irregular attendance of learners. And finally, there are other variables that come into play when measuring learning. In particular, it is difficult to establish how much knowledge of the genre the students might have had due to the similarity of the genre of discussion in the target and their own cultures.

To sum up, the quantitative analysis of students' contributions shed light on the process of genre acquisition in genre-based classroom. One of the main findings here is the difference in the abilities of internalising linguistic features between higher- and lower- proficiency students.

To sum up, the detailed analysis of the students' output at the production phase shows that the phases of modelling/ deconstruction and joint construction play an important role in preparing learners for the final phase as well as in increasing their speaking competence. It should also be noted that the stage of production is of great significance for practising skills and knowledge acquired at the earlier phases. Indeed, only by participating in discussions can learners' speaking competence be increased.

An important finding of the analysis is that there are differences in achievement of higher- and lower level learners: while higher-level

students improve their ability to use emphasising language and pragmatic markers, lower-level students get better at formulating their ideas and reducing the level of hesitancy. Another pertinent conclusion is that more attention should be paid to the explanation of socio-linguistic errors during the feedback phase since such errors can potentially be damaging for cross-cultural communication.

6.4.2.3. *Analysis of the hosts’ moves*

All discussions are opened and closed by hosts; however, their participation in the discussion is limited to several turns which are mostly used to facilitate the unfolding of the genre. The following functions can be identified in their moves: opening discussions; inviting participants to express their views, summarising arguments expressed by participants; helping speakers to finish their points; introducing new topics for discussions. Thus functions and roles of a host as a facilitator seem to have been internalised by most of the speakers during the modelling phase. Significantly, in all thirteen recorded discussions hosts express a neutral position towards the speakers which they had pointed out as unusual while watching the video the first time.

Lack of explicit teaching becomes obvious in some of the inappropriate language used by hosts to perform their functions. For example, they lack the language for opening discussions, for the introduction of new speakers, for asking for an opinion:

Examples of inappropriate or incorrect language used by hosts:

Table 6.7. Analysis of language structures used by hosts in students’ discussions

Opening discussions	Inviting a speaker to contribute	Asking for an opinion	Closing remarks
Let’s talk	Please... (pointing to a	Your further	we see us later

about this (Discussion 5)	speaker) (Discussion 5)	arguments from you, may be (Discussion 6)	(Discussion 2)
Today we are doing a discussion about (Discussion 1)	Please say something to the point that... (Discussion 5)	I also want to take you part in the discussion (Discussion 6)	

Yet, there is evidence of students' use of some of the language identified and practised in the deconstruction phase:

Example 27: *Let's get back to our original subject.* (Discussion 6)

Example 28: *Let me ask you a final question.* (Discussion 4)

This analysis showed that video resources at the phase of modelling can be effectively used for familiarising students with the role and common turns of a host in a political discussion. Nevertheless, explicit instruction is needed to introduce the students to the specific language used by hosts to perform their functions in different moves. All in all, more attention should be paid at the phase of deconstruction to the preparation of hosts for participating in discussions by practising the required language in specifically-designed exercises and by analysing hosts' turns in the models.

6.4.2.4. *The influence of grouping on students' performance*

The analysis of the number of turns taken by each speaker showed that the grouping of students has an impact on learner output and performance. The following analysis of turns indicated that putting learners of different competence level in one group may lead to monopolising the floor by more advanced learners (colours are used to show the highest numbers of turns):

Table 6.8. Analysis of the number of turns in students' discussions

(Discussion 5)

	In favour of regulation of the press			Against regulation of the press			Host
Number of turns	Anna	Nadia	Anne	Janic	Nina	Nicolas	
	(C1)	(B2.2)	(B2.2)	(C1)	(B2.1)	(B2.1)	
	25	5	5	22	4	7	19

This analysis of the turns in this discussion shows that – unsurprisingly – learners with a higher level of speaking competence make more contributions.

In discussion 4 a lower-level student failed to provide any input. Colours are used to show the lowest and the highest numbers of turns in the discussion.

Table 6.9. Analysis of the number of turns in students' discussions

(Discussion 4).

Number of turns	Lena (B2.1)	Jorg (B1.1)	Kira (B1.2)	Alissa (B2.1)	Laura (B1.1)	Host
	7	10	2	15	0	8

This failure to participate in the discussion can be explained by the insufficient level of the speaker's competence on the one hand and a dominating partner on the other. Further reasons for her failure may have been a lack of mastery of communication strategies and inadequate preparation for the discussion at the pre-production phases of the teaching and learning cycles. However, the grouping of a lower-level student with a more-advanced level learner seems to have intensified these factors and may have led to the speaker's inability to take part in the discussion. Selecting learners of the same level results in a more balanced distribution of turns:

Lower proficiency groups:

Discussion 1

**Table 6.10. Analysis of the number of turns in students' discussions
(Discussion 1)**

	Speaker 1 (Kira) (B1.2)	Speaker 2 (Lena) (B2.1)	Host (B1.2)
Number of turns	7	8	4

Discussion 2

**Table 6.11. Analysis of the number of turns in students' discussions
(Discussion 2)**

	Speaker 1 (Dominic) (B2.1)	Speaker 2 (Philip) (B1.2)	Host (B2.1)
Number of turns	11	12	7

Discussion 7 (Learners of higher proficiency)

**Table 6.12. Analysis of the number of turns in students' discussions
(Discussion 7)**

	In favour of immigration		Against immigration		Host
	Moritz (B2.2)	Klaas (C1)	Philip (C1)	Heiko (B2.2)	(B2.2)
Number of turns	8	11	9	6	9

Discussion 8 (Learners of mixed levels)

**Table 6.13. Analysis of the number of turns in students' discussions
(Discussion 8)**

	In favour of promoting immigration		Against promoting immigration		Host
	Rebecca (B2)	Ester (B2.1)	Anne (B2)	Lisa (B2/C1)	(B2.2)
Number of turns	11	7	13	2 (long contributions)	5

It is interesting to note that although Ester had the lowest proficiency level in this group, she succeeded in taking part in the discussion. This may be due to the fact that she participated in the pre-production phases of this teaching and learning cycle and thus the knowledge and practice she gained during those phases were sufficient for her to provide input to the discussion.

The analysis of learners' participation in the discussion has shown that the grouping is of great importance for maximising students' input. It may be recommended that lower-proficiency learners should be put into groups of three to provide them with better opportunities for taking part in a discussion. Another important finding is that it is vital that learners should be put into groups of approximately equal proficiency level to avoid the situation where higher-level learners monopolise the floor.

As a result of the analysis of the data collected at the phases of modelling/deconstruction and independent production it can be concluded that genre-based methodology has been effective for teaching and learning the genre of political discussion. It has been shown that this method is helpful for providing learners with the opportunities to create and control discourse and therefore leads to success in achieving the task objectives.

In particular, it has been identified that explicit instruction during the phase of modelling/deconstruction helps to maximise the use of video resources. This phase is essential for increasing learners' socio-linguistic knowledge as well as for familiarising them with the generic structure and lexico-grammatical and phonological features of the genre.

The detailed analysis of speakers' contributions has helped to reveal that learners of different level of proficiency have different achievements in learning. Lower-level students improve their overall fluency while more advanced learners can internalise pragmatic discourse markers.

Another important result of the study relates to the grouping of students. Putting learners of the same level into groups provides the best opportunities for improving their performance.

Findings obtained at this stage of research were crucial to answering Research Question 3 on the effectiveness of genre-based methodology for teaching oral genres. The results helped me to understand whether the students had achieved success at the stage of independent production of a genre. Since the most important measure of the effectiveness of using genre-based methodology in this project was the extent to which students succeeded in the completion of a task of an oral genre reproduction, the analysis of students' contributions was one of the most important methods of obtaining data for evaluating success. The results showed that genre methodology can be used effectively for teaching spoken interaction in the academic settings of a university, since it helps to create opportunities for independent production of oral genre. However, the following factors should be taken into account for maximising successful participation in genre production: students should have an adequate level of language proficiency (minimum B1.2 level) and they should be put into groups according to this level.

6.4.3. Analysis of students' self- and peer-evaluation reports

This part of the project presents the results of the analysis of students' self-evaluation reports produced in different teaching and learning cycles. This data is used for the triangulation of the results of discourse analysis of students' contributions and the findings of the qualitative analysis of the phase of modelling and deconstruction.

The two types of self-evaluation reports that students were asked to write in different teaching and learning cycles included unstructured and structured self-evaluation reports with scores.

6.4.3.1. *Unstructured self-evaluation reports.*

In the self- evaluation reports which students were asked to write after they had watched a video of themselves taking part in discussions in the first teaching and learning cycle, they were supposed to describe their strengths and weaknesses as well and to suggest strategies for improvement (Appendix 9). These reports were unstructured in that the learners were not given any specific statements to score their performance. A qualitative approach is taken for analysis of their comments. However, an attempt was made to quantify some of the students' comments and to find the percentage (see below) of similar comments in relation to the overall number of students in both groups. Many students (over 60 percent) from the lower-proficiency group mentioned the importance of preparation work for successful participation in the discussion:

- 1) -" ...without preparation I think I would not have enough vocabulary".
- 2) "What I think I did quite well is to prepare a good amount of arguments about the topic. Still, I have to find a way to better bring them into the discussion and present them in a good way"

One of the learners stated that

- 3) "I didn't take part in the discussion. My English is not so good and it could be useful for me to do some grammar exercises to acquire confidence to speak free".

This points to the need to extend the practice phase in order to provide more scaffolding for lower-level students. With regards to this student in particular, by the end of the course she had managed to successfully take part in a discussion (see Discussion 8, Ester) which suggests that she had received a sufficient amount of practice.

Higher-competence students (approximately 30 per cent) also mentioned preparation as an important factor in their performance:

- 4) "I am a good speaker if I'm prepared well and know what to say".
- 5) "If I'm well prepared, knowledgeable responses are no problem"

Indeed, as was revealed in the genre analysis of discussions, this genre is partly pre-prepared and requires at least some research of a subject and preparation of arguments.

In their reports, students mostly concentrated on evaluating their performance in general and their linguistic skills. A traditional approach to learning in which emphasis is laid on lexis is reflected in their comments. Over 50 per cent of students from both groups emphasised this. Below are the comments of some of them:

- 6) "As we were watching the video of our discussion, I discovered that I am lacking vocabulary and therefore cannot speak fluently"
- 7) "My weaknesses are that I don't know much vocabulary and my English grammar is really bad"

These comments have important implications for the improvement of speaking activities. Indeed, the skills of using the appropriate vocabulary in

the genre of discussion determine the level of speakers' lexical competence. There may be two main reasons for being unable to access the right word in a conversation: real-time processing demands or a gap in the learner's lexicon. Real-time processing demands is what Skehan (1998) described as "coping with one of the greatest problems of all: how to keep speaking at normal rates in real time". One of the ways of dealing with this problem is to use compensation devices such as repairs, repetitions, rephrasing and time-gaining strategies. The analysis of students' contributions in discussions showed that many students used these devices in their speech; however specific exercises seem to be essential for giving learners opportunities to practise communication strategies such as approximation and rephrasing. In addition, it may be necessary to sensitize learners to the fact that in the genre of discussion excellent knowledge of lexis does not necessarily lead to a successful outcome.

Suggestions for self-improvement made by learners reflect their understanding of the importance of active participation in discussions and making more oral contributions:

- 8) "I have to learn more English words by listen to the other students in this class and by discussing with them"
- 9) "Practising talking in discussions or in front of people could help me to improve my performance".

Another group of students' comments (approximately 10 per cent) was concerned with pronunciation:

- 10) "I think pronunciation was probably my biggest problem because I don't have so much experience in discussions of political topics and so I am lacking experience in pronunciation of technical terms".
- 11) "I might need to speak more clearly in the future."

Nevertheless some students did not see pronunciation as a major problem:

12) "I think my pronunciation isn't very well but good enough to understand me."

13) "My strength was that I had clear articulation/pronunciation

Another aspect mentioned by around 10 per cent of students in their self-evaluation reports were kinesic features :

14) "I need some training to underline important phrases with gestures

15) "I need to improve my gestures"

16) "I should have acted more lively"

17) "I think that I have to work on my gestures to have a self-confident appearance"

This means that videos of students' performance were helpful in raising their awareness of kinesic and phonological features and therefore effective during the last phase of teaching and learning cycles when learners were supposed to compare texts produced by them to models.

6.4.3.2. Structured self-evaluation reports

For self-evaluation in further discussions learners were given structured self-evaluation forms with statements and scores. Students were required to assess both themselves and their partners. Interestingly, many learners preferred to write their reports on the basis of the forms rather than just select a score for each statement. In fact, their detailed reports give much more information than the forms with scores. Below are some relevant examples of their reports:

18) I didn't take an active part in the last discussion as the discussion went on between 2-3 people (of 6). I do think that I put my point clearly. I have to improve myself in jumping into the discussion and not to wait until there is a pause of speech. I don't think that I used rhetorical questions or cleft sentences etc. very often. I do think that

my use of language was appropriate but it could improve by learning more vocabulary.

- 19) In my opinion I took an active part in the last discussion. Furthermore I used a cleft sentence and rhetorical questions. In these points I improved. But it was quite hard for me to jump into the discussion and to refer to other points in the discussion. I have to learn how to take turns when appropriate.
- 20) Although I twice didn't know the right word to say, I think that I was able to speak over a long time in correct English and expressed a clear thought. Furthermore I referred to arguments given by the opposite group before. What I have to concentrate on now is using different linguistic techniques and better link words instead of "but" for example.
- 21) I should use more cleft sentences and rhetorical questions to stress my arguments. Sometimes I should motivate or let someone else from my group speak.

These comments demonstrate students' reflections on what they have achieved and where there is room for further improvement. Statements in the evaluation form helped them to focus their attention on the skills important for mastering the genre of discussion, such as turn-taking, being able to respond to other speakers' views, using the appropriate linguistic means for emphasis. Comment 3 shows a student's realisation that he/she can make contributions without necessarily knowing all the vocabulary. This is an important transition from a traditional approach when failure to use correct lexis is supposed to lead to failure in communication.

Below is an example of a self-assessment form filled in by one of the learners. It shows which scores the learner gave himself for different components of discussion skills. As can be seen, some of the statements may be too rigid for the student to give a more detailed account of their experience.

Figure 6.2. Example of a self-assessment form filled by Student A

Listen to the discussion and assess your partner using the following descriptors. Give points from 1 to 5.

Takes an active part in a discussion, making regular contributions, putting point of view clearly	1-2-3-4-5 <i>5</i>	<i>Class</i>
Produces stretches of speech without pauses spontaneously	1-2-3-4-5 <i>2.5</i>	<i>less</i>
Takes turns when appropriate	1-2-3-4-5 <i>5</i>	<i>ok</i>
Can manage one's turns in a discussion: is able to refer to particular points in a discussion, can sequence one's arguments, etc.	1-2-3-4-5 <i>3</i>	<i>think it's ok</i>
Uses different linguistic tactics to emphasise their argument: rhetorical questions, cleft sentences, accumulation, etc.	1-2-3-4-5 <i>3</i>	<i>could be for more</i>
Uses different types of connectives to link ideas (e.g. contrastive (e.g. but), conditional (e.g. if), resultative (so, because)	1-2-3-4-5 <i>3</i>	<i>could be more</i>
Can express different nuances of personal involvement / attitude to what is being said (hedging)	1-2-3-4-5 <i>3</i>	<i>depends on the topic</i>
Positions oneself appropriately to speakers by using appropriate language and style	<i>Think so</i>	

Here is another example of a form filled in for a peer-assessment review. The comments here help to gain a better insight into strengths and weaknesses demonstrated by a student's partner in a discussion.

Figure 6.3. Example of a self-assessment form filled by Student B

Benedict

Listen to the discussion and assess your partner using the following descriptors. Give points from 1 to 5.

Takes an active part in a discussion, making regular contributions, putting point of view clearly	1-2-3-4-5	at the beginning you didn't take part in the discussion, but at the 2nd part, you spoke most of the time
Produces stretches of speech without pauses spontaneously	1-2-3-4-5	you were the only one in your group who gave speeches spontaneously
Takes turns when appropriate	1-2-3-4-5	
Can manage one's turns in a discussion: is able to refer to particular points in a discussion, can sequence one's arguments, etc.	1-2-3-4-5	you often referred to points said before
Uses different linguistic tactics to emphasise their argument: rhetorical questions, cleft sentences, accumulation, etc.	1-2-3-4-5	sometimes you used linguistic tactics like the rhetorical question, but you can improve that
Uses different types of connectives to link ideas (e.g. contrastive (e.g. but), conditional (e.g. if), resultative (so, because))	1-2-3-4-5	
Can express different nuances of personal involvement / attitude to what is being said (hedging)	1-2-3-4-5	
Positions oneself appropriately to speakers by using appropriate language and style	1-2-3-4-5	

The analysis of students' comments made in response to this evaluation form shows that the form is a useful tool for focussing students' attention on skills essential for mastering the genre of discussion. However, pure assigning of scores may not be sufficient for learners to reflect on their performance, and thus writing comments should be encouraged. For the third teaching and learning cycle a detailed assessment form was developed (see Table 6.2 in the sub-section on Assessment of students' discussion skills), however, when students were asked to use it for peer-assessment they stated that due to numerous statements in English they found them too specific and demanding. These forms were used by the teacher to assess learners' progress in the second round of teaching. The analysis of students' self-evaluation reports demonstrated that students had not been familiar with the requirements of genre-based methodology and therefore their comments on their participation in

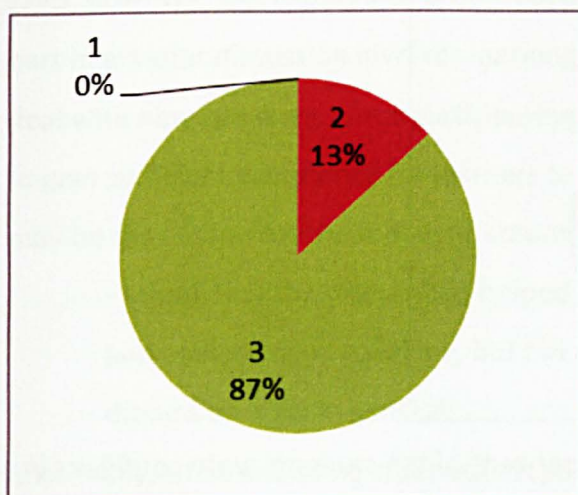
discussions focused on traditional areas of language learning such as lexis and grammar. Familiarising learners with the characteristics of a genre of discussion and focussing their attention on these aspects by explaining descriptors in the structured evaluation form raised students' awareness of the ways in which they could improve their performance. Overall, the analysis indicated that one of the success factors of genre-based methodology is providing learners with clear aims based on the characteristics of a genre.

6.4.4. Course-evaluation questionnaires

Course-evaluation questionnaires (Appendix 11) based on a three-item Likert scale and containing several open-ended questions were completed by 23 students (16 students in the higher-proficiency group, 7 in the lower-level group). These numbers include students from the first round of teaching, while the results for the second round are presented in the next sub-section. The numerical data was processed using Excel files while students' comments were analysed using qualitative analysis. Below are the results of the analysis of students' responses to all questions presented in charts or representative comments.

Figure 6.4. Students' opinions on the usefulness of practising discussion skills in class

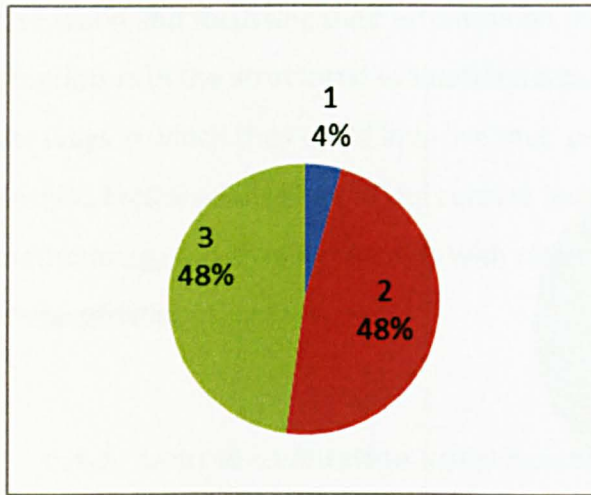
It was useful for me to practise discussion skills in class (1- disagree, 2- not sure, 3- agree).



The chart illustrates that almost all students recognised the effectiveness of speaking activities designed on the basis of genre methodology. Below are some of the positive comments made in the course-evaluation questionnaires:

- * It was a great learning experience because the teacher was very sensitive in setting the themes and framing the subjects. The atmosphere was very nice and helpful for successful participation.
- * In class I learn faster and so I do in discussions
- * There was all the time a good atmosphere for learning in the course. I'm happy that I joined the course.
- * I liked the discussions very much because they were vivid and interesting.

Figure 6.5. Students' opinion on their improvement of discussion skills
I have improved my discussion skills (1- disagree, 2- not sure, 3- agree).



This chart shows that almost 50 per cent of the students were confident in the improvement of their discussion skills, while the other half of the learners chose the answer "not sure". As the result may seem to be disappointing at first sight, an attempt will be made to explain the possible reasons for the students' responses. Several considerations are taken into account.

First, students' expectations of a language course may be based on a high school approach with the emphasis on vocabulary and grammar acquisition. Indeed, in self-evaluation reports they emphasised inadequate knowledge of vocabulary and grammar. Below are some examples of students' responses:

"My weaknesses are that I don't know much vocabulary and my English grammar is really bad."

"Sometimes I don't want to speak because I think it's not the correct form or it is too difficult for me to explain things in the correct way."

Another important consideration which should be taken into account when analysing students' level of satisfaction with their progress is that the oral genre of discussion is extremely demanding as it requires students to be able both to demonstrate knowledge of a subject and an ability to respond

clearly and to the point to other speakers' arguments. Successful experience of participating in one discussion means that a speaker is able to express their arguments using appropriate vocabulary and rhetorical skills, however, this experience is only partially transferrable, since taking part in another discussion involves learning different lexis and being able to deal with new speakers. Thus participating in several discussions is needed to gain sufficient experience for learners to feel noticeable progress. This may be the reason for the following comment made by a student:

- I think that the discussions helped me to be more self-confident and convincing in speaking, but I'm not sure if I improved my discussion skills in general.

And finally, while analysing students' response to a method of teaching, it is important to take into account that they have different preferred learning styles known as multiple intelligences (Gardner, 1983) which may have an effect on their perception of teaching and learning. Genre-based methodology is to a large extent based on an assumption that language acquisition occurs in the process of modelling and deconstruction, whereas at the phase of independent construction of a genre the acquired knowledge is used. This method is most beneficial for people with high verbal-linguistic intelligence who tend to learn best by reading, taking notes, and by discussing and debating about what they have learned, which may not be the case for every learner.

On the other hand, the level of students' satisfaction with their progress was high in the majority of cases. Representative comments to this effect are as follows:

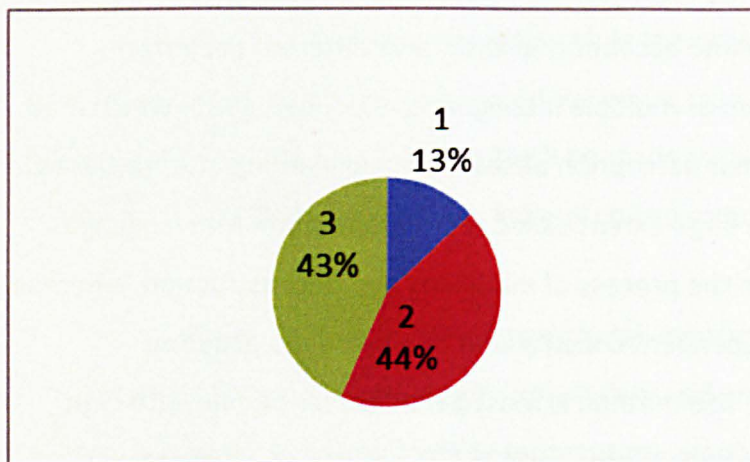
- * I think this kind of teaching is very good because it motivates to speak free.
- * I improved my discussion skills
- * I was able to present my arguments in a better way

- * It was useful to hold the discussions because you learned to speak fluently and spontaneously. You also got to know new phrases and formulations, to present your arguments.

A very important point for the triangulation of results is that discourse analysis of students' contributions showed that all were capable of taking part in a discussion and all made some progress depending on their competency level. Thus the responses of some of them may be explained by the factors discussed above.

Figure 6.6. Students' opinion on the influence of discussion activities on their confidence in speaking

Taking part in discussions boosted my confidence in speaking (1- disagree, 2- not sure, 3- agree).



This pie chart shows that the number of students who found the experience of taking part in discussions confidence-boosting was the same as the number of those who were unsure of that. Thirteen per cent (3 students) disagreed with the statement. There may be different reasons for this, but one of the students' comments sheds light on the possible explanation:

I was totally dissatisfied with my discussion because I was scared of the fundamentally better English of others.

This statement correlates with the findings made in the discourse analysis of students' contributions that lower-competency students make fewer contributions when grouped with higher-level learners. Thus, confidence is directly related to the grouping of students, and a way to boost it is placing learners in groups of equal level. It is argued here that this observation is vital for achieving success in teaching discussion skills.

At the same time responses of many other students showed that participating in discussions helped them to gain confidence in speaking:

For my own I conclude that these exercises helped me to improve my speaking and discussion skills. Moreover there is an improved confidence while participating in discussions. My vocabulary increased and became more precise.

I think the constant use of language every week improved my English and made myself more confident of speaking English.

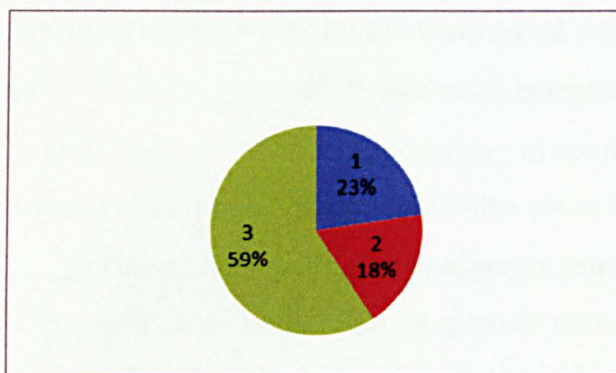
One of the lower-level students who showed a high level of uncertainty of her speaking skills in the first self-evaluation report later managed to successfully participate in a discussion. Below is a comment made by this student in her self-evaluation report:

"I didn't take part in the discussion. My English is not so good and it could be useful for me to do some grammar exercises to acquire confidence to speak free".

Her success in taking part in a discussion may be explained not only by sufficient practice but also by correct grouping, which was an important factor in boosting the student's confidence.

Figure 6.7. Students' opinion on importance of videos of TV discussions

Watching videos of TV discussions was important for preparing for discussions (1- disagree, 2- not sure, 3- agree)



The chart shows that the majority of students agreed with this statement and found watching videos useful.

In order to examine which specific beneficial aspects of watching and analysing videos were identified, students were asked to complete a sentence:

Analysing the videos helped me to pay attention to ...

Most students stated that the videos were particularly helpful for paying attention to socio-linguistic and phonological features. Below are two representative answers:

Analysing the videos helped me to pay attention to ...

- the body language, the pronunciation of some words in British English, the English (more extroverted intonation) of statements and words
- my own performance and body language in discussion and was consequently very helpful

Several students pointed out that the videos were helpful for pragmatic skills:

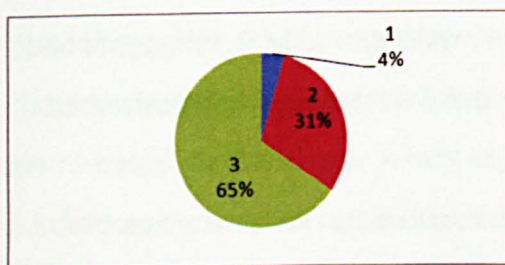
- the presentation of arguments and useful formulations
- Learn how to jump in a discussion.

However, some students expressed dissatisfaction with their progress in mastering English intonation and wrote that they “weren’t able to do it like in the example”. Indeed, time needed for mastering the intonation exceeds the availability of time during a ninety-minute lesson and this is the main constraint for achieving noticeable results in this area. Therefore, it is important to explain to students that the aim of many exercises is to familiarise them with different aspects of learning the genre of discussion and set a target for learning. Incorporating guidance on independent learning into the process through research and preparation is another way of maximising teaching and learning time during a semester.

All in all, these findings correlate with the results of the qualitative analysis of the phase of modelling and deconstruction, which revealed the effectiveness of this phase for drawing students’ attention to socio-linguistic and phonological features vital for oral interaction. However, explicit teaching is needed to enhance the value of this phase.

Figure 6.8. Students’ opinion on relevance of transcripts of TV discussions

It was helpful to have transcripts of videos (1- disagree, 2- not sure, 3- agree)

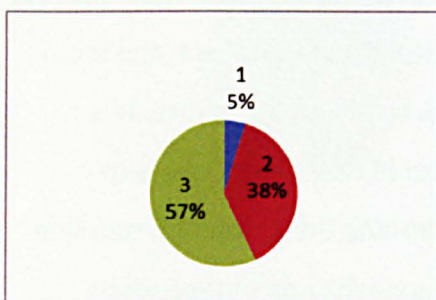


Students’ responses here show that most of the learners (65 per cent) found the transcripts of the videos useful. However, since some percentage of learners expressed doubt, it may be necessary to develop tasks on the

basis of some parts of the transcripts (e.g. gap fill), so that they can be used as worksheets for teaching and learning grammar and vocabulary.

Figure 6.9. Students' perception of video recordings of their own performance

Watching video of my own performance helped to understand my strengths and weaknesses (1- disagree, 2- not sure, 3- agree)



This chart shows that most students (57 per cent) found watching videos of their performance useful for self-evaluation. The following comments were made regarding particular benefits of these videos:

“The videos helped me to pay attention to my behaviour during discussions, especially what I am doing with my hands”

“I think that I have to work on my gestures to have a self-confident appearance”

At the same time the students seem to be confident in evaluating their performance since twice as many of them observed that before watching the videos they had assessed themselves correctly as compared to those who thought they had performed better or worse.

- * Before the videos: 1 - I assessed myself correctly; 2- I thought I had performed better than what I saw; 3 – I thought I had performed worse than what I saw.

This signifies that videos of learners' discussions do not have a negative influence on their self-confidence, on the contrary in most cases they can be used for raising students' confidence in their speaking skills.

The results of the study of students' self-evaluation reports and course evaluation questionnaires were essential for the triangulation. They corroborate most of the findings obtained in the qualitative research of the phase of modelling and deconstruction and in the discourse analysis of students' contributions. They demonstrate the effectiveness of genre-based methodology for teaching the oral genre of discussion and therefore provided an answer to Research Question 3, which is the main question on the practical part of the research.

The study indicated that the phase of modelling and deconstruction is especially useful for familiarising learners with socio-linguistic and phonological features and explicit teaching is essential to maximise the results. Many students' responses and comments show a high level of satisfaction with their participation in the course.

At the same time it was revealed that many students' expectations of an English course are guided by a traditional school approach of learning vocabulary and grammar. Therefore, explicit instruction is needed for teaching how to use the benefits of the genre approach for setting different aims in learning and setting aims in different ways. Whilst almost all students found the speaking activities useful, several of them were dissatisfied with their progress and some of the reasons might have been the wrong focus in their self-evaluation and excessively high expectations. Providing a clear set of targets for students at the beginning of a course should help to sensitise learners to the advantages and possibilities of genre-based methodology. A very important way of raising students' confidence and improving their performance is setting up small groups with learners of the same level. Findings of both students' comments and of discourse analysis have proved this to be essential for successful teaching results.

6.5. The second round of teaching (2012)

6.5.1. Methodology

Round 2 was developed to show improvements in the design rather than a part of the actual investigation. As a result of the findings at the previous stages of this research (see Table 3.1, Chapter 4 and Chapter 6 Sections 6.3, 6.4), discussion was introduced as an obligatory element of the third-semester oral examination. An examination was designed to consist of an oral presentation, which has been a traditional form of students' assessment, as well as participation in a group discussion, each of these elements having an equal weight. In order to prepare students for the examination, participation in two practice discussions was also made a part of the syllabus, which constituted five per cent of the examination mark. This examination was introduced for two groups of the third semester students which included students of lower-level and higher-level competency.

Most of the activities which had been developed for the teaching and learning cycles the previous year were adapted for this semester. During the phase of deconstruction students were asked to analyse an extract of a video of a discussion programme paying attention to the features pertinent to this genre, including the generic structure and moves, turn-taking and their allocation, socio-linguistic features, such as body language, and pragmatic meta-discourse. Before the phase of independent production of the genre, students were made aware of the discussion assessment form. This form had been previously developed but not used for self-evaluation reports because of its complexity. This semester some time was spent on drawing students' attention and explaining each of the scoring categories of the form. During the phase of independent production of the genre, this form was used to assess students' performance in practice discussions. In addition, peer assessment was held so as to involve the learners in the evaluation.

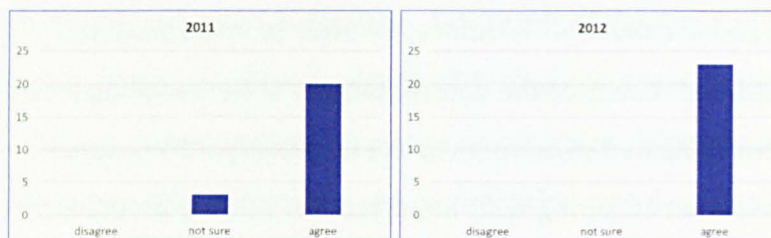
The analysis of students' course satisfaction conducted on the basis of course evaluation questionnaires after the first round of teaching (see Table 3.2) revealed that learners' expectations of a course usually include learning grammar and vocabulary. Therefore, in order to avoid students' disappointment with the results of the course, targets of the teaching and learning cycles were explained to learners at the beginning of the course with the emphasis laid on acquiring skills important for making progress in the oral genres of discussion and presentation. At the same time the students were required to submit an individual vocabulary list of one hundred vocabulary units as part of their portfolio, which was supposed to be based on the materials used by them during the phase of building context for discussions.

At the end of the course students were asked to complete the same questionnaire for the evaluation of speaking activities which had been completed the year before (Appendix 11), with the same options for answers (3- agree, 2 – not sure, 1 – disagree). The numerical results of responses from twenty three respondents were processed using Excel files and charts were drawn for each question. In the next part of the report I compare the results for the first (2011) and the second (2012) years of research for each of the questions.

6.5.2. Findings at the stage of the second round of teaching

Figure 6.10. Comparison of students' opinion of the usefulness of practising discussion skills in class in the two rounds of teaching

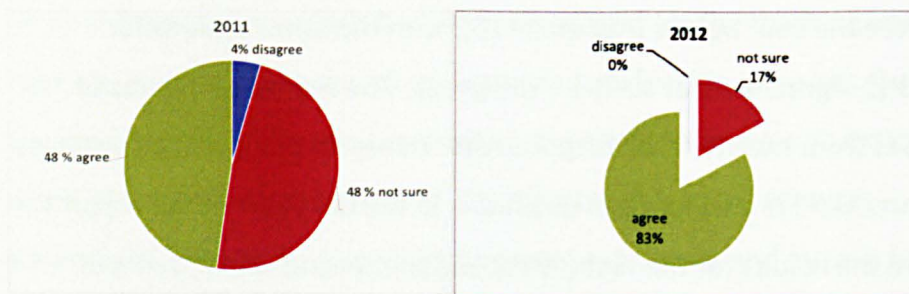
It was useful for me to practise discussion skills in class



The diagrams show that although the number of students who agreed with this statement the previous year was high, it increased for the following year, which demonstrates their greater appreciation of this method of teaching.

Figure 6.11. Comparison of students' opinion on their improvement of discussion skills in class in the two rounds of teaching

I have improved my discussion skills



The two pie charts above present the results of the analysis of students' responses to the statement "I have improved my discussion skills". The comparison of the diagrams shows a substantial difference in students' perception of their progress in 2011 and the year after. In 2011 almost half of the students were unsure of their progress and four per cent did not think they had made any progress while in 2012 a significant majority of students (83 per cent) acknowledge improving their discussion skills. This may be the result of the students' better understanding of the aims of genre-based teaching and learning. In addition, awareness of the scoring

system for assessing discussion skills, which had been made available to students before they took part in discussions, may have also played a role in their improved self-evaluation.

Figure 6.12. Comparison of students' opinion on their gaining confidence in discussions in the two rounds of teaching

Taking part in discussions has boosted my confidence.



The comparison of students' responses to this statement shows that the number of those who acknowledged gaining more confidence after taking part in discussions increased by 30 per cent in 2012. This may be the result of taking into account learners' competency level for their correct grouping without mixing levels too much. Another possible reason for the increase in the level of confidence may be their awareness of the areas they were supposed to concentrate on, which could be found in the assessment form. However, these are possible reasons and it would have been necessary to conduct further studies to confirm them.

Overall, the results show students' better acceptance of this method of teaching and recognition of their progress in mastering the genre of discussion.

A new question was added to the evaluation questionnaire, which was aimed at investigating the students' views on the role of the discussion assessment form in preparing them for the final discussion. The majority of

respondents (18 out of 23) recognised its effectiveness answering positively to the question. In addition, the following comments were made:

- I felt comfortable because I knew what to expect
- It helped me to get a rough idea about what to expect

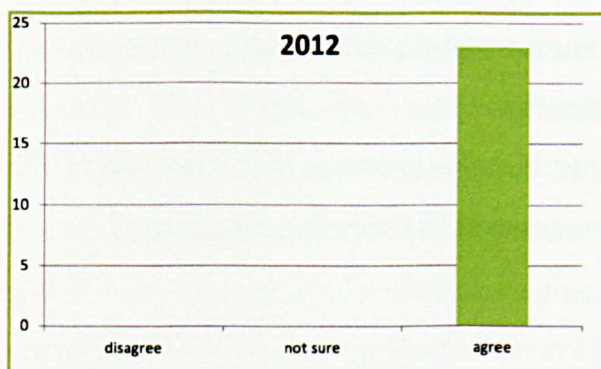
On the other hand, two students mentioned that it is problematic to bear the assessment form in mind while speaking:

- To be honest I knew what is expected but I did it more intuitively than sticking to the discussion assessment.
- The discussion form was helpful but if you are in a discussion it is hard to remember and to do it.

Students' feedback to this question after Round 1 shows the importance of familiarising learners with the form quite early in teaching and learning cycles. This is needed to provide them with sufficient time to get used to the requirements and scoring system of the assessment. The form can be used for setting targets and identifying areas for improvement.

Another question that was added to the questionnaire was 'Do you think discussion should be part of the English course'.

Figure 6.13. Students' opinion on introducing discussion as part of the English course



The responses revealed students' positive attitude to this activity since all 23 respondents stated that they wanted it to be included in the English

course for students of Political Management. In addition to positive responses, the following comments were made:

Do you think discussion should be part of the English course?

- Yes, definitely! It is fun and easy way to learn English!
- 100 per cent yes. Discussions should take place every semester.
- Discussions are the most important thing, as well as presentations. Nothing improves skills of speaking, presenting and learning new vocabulary more than that. A very good semester!
- It has to be a part because we will have discussions all over the world with different people.
- Yes, of course! There is no other course I can discuss.
- Yes, because it helps me to express myself in a convincing way! I really enjoyed it! Thank you!

These comments reflect students' satisfaction both with their progress and the content of the course. They show learners' awareness of the advantages of the genre approach to teaching, such as opportunities for producing texts similar to those they will be expected to produce in real-life situations and for learning lexico-grammatical and phonological features characteristic of this genre.

Overall, the final stage of the analysis demonstrated the effectiveness of the genre-based methodology selected in this project for teaching speaking. Familiarising students with the discussion assessment form at the beginning of a course is an effective way of setting targets for mastering an oral genre and for increasing students' motivation.

The results showed the importance of understanding the advantages of the genre-based method of teaching for maximising its effectiveness.

Sensitising learners to the differences between the traditional method of teaching aimed at mastering grammar and vocabulary, and the genre approach is a prerequisite for achieving success.

Chapter 7: Conclusions

The innovative aspect of the approach taken in this study is that the discourse analysis of an oral genre was conducted by a practitioner with the aim of identifying features relevant to teaching the genre of political discussion in a university classroom setting. The research concentrated on those elements which can be taught. Therefore, the genre analysis was fully practice-oriented and had a pedagogical value. Thus this research exemplifies the application of genre theory to pedagogical practice. Overall, using genre pedagogy for ESP students has proved to be effective in this small sample. The study suggests that this approach can be transferred for the purpose of analysing and teaching oral genres. It suggests a useful framework for applying genre-based methodology to designing and teaching speaking activities for ESP students. It shows how methods for teaching writing can be effectively adapted for teaching speaking.

The suggested framework makes it possible to combine the benefits of the learner-centeredness of a communicative approach and the emphasis on the instructor's role of the socio-cultural approach.

'Access routes for the designer' described by Swales (1990), which is used in ESP for developing courses for teaching academic writing, proved to be an effective framework for designing speaking activities. The following stages, which were developed on this basis, can be used for introducing changes into a syllabus with regard to teaching oral genres in ESP:

- Ethnographic studies (in Swales' (1990) sense), when genres relevant to students' needs are identified by researching the views of target discourse communities;
- Genre analysis of the genres identified at the previous stage;

- Development of activities using genre-based methodology suggested by Rothery (1996).
- Teaching and video recording of students' production of an oral genre
- Evaluating teaching
- Introducing changes

7.1. Reflections on the conducted research

The next part of the thesis presents reflections on the novelty, generalizability and limitations of the research findings. The examination of these aspects was conducted for all of the above mentioned stages.

7.1.1. Ethnographic studies: identifying genres for teaching

At the stage of the ethnographic studies the main method of collecting information about students' views on the most relevant genres for teaching was a questionnaire. The questionnaire was composed on the basis of the literature review of spoken academic genres relevant to the needs of Political Management students. Providing the learners with numerical values in answer options made it possible to obtain quantifiable results. This allowed for comparing data in diagrams drawn on the basis of Excel sheets with the information from the questionnaires which had been filled in by twenty-three students. This quantitative method of research could be considered reliable for the purposes of examination of views of participants of the study, since it helped to produce measurable data and made it possible to compare students' opinions for each question. In addition, this method provided an opportunity to access students with whom I did not have any direct contact, as the questionnaire was given to the learners by my colleague. An alternative method which could be used for the ethnographic study of this discourse community would be a

structured or a semi-structured interview with the students. Although this qualitative method could have produced more detailed data of students' views, it would have been too time-consuming and would have provided access to a fewer number of respondents than the quantitative methodology.

Piloting the questionnaire by asking one of my colleagues, who used to be a student of political management, to provide responses to the questions, was useful for raising its reliability. Indeed, the colleague was able to evaluate the clarity and relevance of the questions and give feedback which helped me to understand which improvements should be made. The colleague found all questions important and relevant but suggested that the genre of political speeches should not be included, since learners are unlikely to need it in the academic settings of a university or professional environment of non-governmental organisations, where they usually have their internship. Thus, piloting the questionnaire played an important role in its validation.

Another method of obtaining information about the target discourse community of political management students was conducting an interview with the staff. One interview that was held was with the Director of studies for the Department of Political Management. Unfortunately, the interview was very short due to the administrator's lack of time. Nevertheless, it produced useful results, since all genres mentioned in the questionnaire were recognised as important for the needs of the students.

Obtaining data from two different sources and using two different methods for collection was important for triangulation and helped to enhance the validity of the findings at this stage of research.

Since this study referred to a particular discourse community of Political Management students who had returned from their studies abroad, the data obtained cannot and was not meant to be generalized to a bigger group of students. The findings helped to identify the three spoken academic genres which the students of Bremen University consider the most relevant for mastering during their preparation for studying and working abroad. These were discussions, presentations and seminars. Although this was identified by a small group of twenty-three students, an assumption can be made that the genre of political discussion is of relevance to most students of Political Management and Political Science. However, further studies should be carried out to corroborate this.

Generalisation at this stage of research should be made not to the findings, but to the methodological approach used for studying this discourse community. The use of both quantitative and qualitative methods of data collection proved to be effective for analysing students' needs. In general terms, genre methodology was beneficial for selecting the appropriate discourse community and for identifying the accessible gatekeepers of spoken academic genres. A suggestion that can be made for practitioners is to offer a questionnaire of this type to those students who have already been abroad and who have to some extent become gatekeepers of the genres. This will be an important addition to the needs analysis questionnaire usually given to learners at the first lesson.

7.1.2. Selection of texts for modelling

Since the three oral genres identified as a result of the ethnographic studies were discussion, presentation and seminar, my efforts were concentrated on finding texts that could illustrate these types of spoken interaction.

Several difficulties were faced at the stage of finding suitable texts for modelling. A very important aspect which was to be taken into consideration was that the same texts were to be used both for a discourse analysis aimed at identifying relevant lexico-grammatical and phonological features, and for modelling the genre. For this reason it was essential to select texts that met the criteria of suitability for research and classroom teaching. One of the main criteria was an appropriate length of texts representing genres, since only a fraction of a standard 90-minute session can be allocated to familiarising students with a model of a genre. The second criterion was relevance to the students' learning needs. In this respect texts were expected to have acceptable quality of picture and sound in order to be understandable for learners to an extent that they could conduct an analysis for identifying features of this genre. At the same time texts were supposed to be representative of the genre and relevant both to the academic and professional demands of the learners. On the other hand, from the point of view of a researcher of oral speech it was important to select texts which were examples of this type of communication with all characteristics of the chosen oral genres. And finally, both for research and teaching it was essential to take into account model accents and pragmatic or cultural behaviour of speakers. As was discussed in the Literature Review, native and non-native speakers of English were supposed to be represented in speech samples. Thus the first difficulty of text selection was finding models of genres that met all the above-mentioned criteria and could be used for the dual purpose of research and teaching.

My first step was to search for recordings of real-life authentic events of oral communication available on-line for the general public. At the time of searching for the materials it was expected that all three genres (discussions, presentations and seminars) were going to be covered in the

present study, so the search was focused on selecting the appropriate texts for modelling political discussion, an academic presentation in political science and a seminar in the same area of studies. The resources that were examined could be categorised into the broad categories described in the Methodology section of the chapter on Discourse analysis (language corpora, recordings of universities, and TV programmes). As was described in the Findings section of Chapter 4, problems encountered at this stage related to the lack of materials that would meet the requirements of suitability for classroom teaching specified above.

It should be emphasised that obtaining the appropriate texts for modelling was a more challenging problem than had been expected when this study was planned. Indeed, although lack of oral speech data was definitely one of the reasons for less research on oral genres in the past, the increasing use of the Internet was expected to bring new opportunities for accessing digitized audio- and video resources. However, the main finding here was that despite the availability of some university materials, most of them represented the genre of lecture which was not relevant for the purposes of my pedagogical practice. Furthermore, there was lack of availability of oral academic genres on the Internet, such as students' presentations and discussions.

After examining materials in linguistic corpora (BASE, MICASE, ELFA), university recordings and TV programmes, a decision was made to use extracts of BBC political discussions which were found on YouTube. They proved to meet all the criteria of suitability for research and teaching, including such aspects as the appropriate length of extracts, good quality of sound and picture, authenticity, and topicality. In addition, speakers in discussions represented both regional and national accents of native and non-native speakers. Another advantage of using video recordings was access to kinesic features of the genre.

The question that may arise here is to what extent a discussion in academic settings is equivalent to a TV discussion. The argument used in this research was its relevance to both the students' immediate, and their professional needs, since it exemplifies the type of interaction in which learners are very likely to take part. An ability to express an opinion in political deliberation as well as to refute opponents' arguments may be considered to be one of the most important skills for future political managers. However, it is important to emphasise that the settings of this genre in the models differed from the academic settings of a university. In this respect genre was understood as 'a class of communicative events' (Swales, 1990) representing an argumentative discussion, rather than a very specific rhetorical situation. However, the cultural aspect of a notion of genre should not be underestimated and it is vital to bear in mind that the selected models represented examples of a genre of discussion typically held on British television.

For modelling presentations, it was decided to use textbook materials with audio recordings of this genre, since no suitable model of this type of interaction in the academic settings was found on the internet. Seminars were planned to be modelled by audio texts from the Michigan Corpus of Academic Spoken English (MICASE). A disadvantage here would be absence of video and inability to analyse kinesic features. A problem with textbook materials for research is lack of authenticity. Conversely, using authentic materials in corpora for modelling oral genres has been under-researched and there could have been unknown difficulties. A problem with authentic materials from corpora might be length of events, the issue of relevance of a topic, and the quality of sound. There might also be too many non-relevant features present, such as interruptions (e.g. by students who came late), long pauses, etc.

7.1.3. Analysis of the corpus

When considering methods of analysing a corpus collected for researching and modelling, the multi-layered nature of spoken discourse (see Hughes (2011) in literature review) was taken into account. Sound, organisation and behaviour are the three dimensions that are essential for understanding how an oral interaction is performed. The focus of the analysis was on identifying characteristic features for the genre of discussion. At the same time the analysis was supposed to be conducted in such a way as to reveal teachable features relevant to the aims of mastering this genre. Methods of SFL analysis with the emphasis on examining the textual and inter-personal meta-functions were used both at phonological and interactional levels.

Advances in the theory of SFL phonology described in the Literature Review (Halliday and Greaves, 2008) were prerequisites for carrying out the analysis of prosodic features. Examination of tonality and tonicity (see Literature Review, Section 6.2) helped to reveal how intonation is used for creating information units and information focus in clauses and clause complexes in the genre of discussion. Another important aspect of intonation which the analysis laid emphasis on was the system of attitudinal tones showing the attitude of the speaker towards the message and to another speaker.

The aim of this qualitative analysis of intonation was to identify examples of the above mentioned features in the corpus of TV discussions. Several examples for the use of tonality, tonicity and attitudinal tones, which were intended to be demonstrated to the students as models, were found in the extracts. It is important to emphasise that although this was an innovative approach to the study of intonation in a certain genre, this type of analysis was not sufficient for genre characterisation. In order to make generalisations about the typicality of certain intonation features it would

be necessary to conduct a quantitative analysis with the frequency counts of prosodic characteristics and reveal the ones that are prevalent. However, the time and space needed for this would exceed the constraints of this project. This may be the focus of further research in this area.

7.1.4. Discourse analysis

The analysis of lexico-grammatical and syntactic features received substantial attention in this study. Two important issues were addressed here. The first one dealt with the linguistic debate on the complexity of spoken discourse. As was revealed in the literature review, some researchers (e.g. Tannen, 1982) argued that spoken language is simpler than writing while others (Halliday, 1994) believe that 'spoken discourse is characterised by complex sentence structures with low lexical density' (Halliday, 1994). In this research the method of frequency count was used for identifying the number of clause complexes with hypotaxis and parataxis as well as elliptical and unfinished sentences in the corpus of TV discussions. This method proved to be effective for producing reliable data on the syntactic complexity of the extracts. Indeed, the notions of complex, elliptical or unfinished sentences are concrete and free of ambiguity to a large extent which ensures straightforward categorisation and reliability of the data. The findings that unfinished and elliptical clauses constitute no more than 17 per cent of all sentences in the extracts, while complex clauses comprise 60 per cent, are significant results for the characterisation of the genre of politics-related discussion. It means that this spoken genre is very different from other types of spoken interactions, such as casual conversations, which consist of large numbers of unfinished and elliptical sentences. The obtained data corroborates Halliday's (1994) observation about the complexity of sentence structures in oral speech and contributes to the description of the genre of discussion.

Another important aspect addressed in the study was the pragmatic level of the genre of discussion. Examining this dimension of the texts in the corpus helped to reveal linguistic means of expressing the function of persuasion, which may be considered the primary communicative purpose of the genre of discussion. The SFL approach to pragmatic meta-discourse described by Hyland (1998) (see Literature Review, Section 2.7.4) was an effective way of analysing the textual and inter-personal discourse markers. Extending Hyland's (1998) classification of frame markers by adding three subcategories (stating the intention of giving or demanding information; focussing; insisting on continuing a speech act when interrupted) made it possible to analyse the elements involved in organising discourse. Both qualitative and quantitative analyses of the emphasising rhetorical features were conducted in order to examine examples and reveal the prevalent language structures. A surprising finding was the high number of cleft sentences and rhetorical questions (38 and 12 respectively) in the corpus of TV discussions. Analysing interpersonal meta-discourse was essential for identifying examples of hedges, emphatics, and attitude and person markers. This analysis of pragmatic meta-discourse (See Chapter 2, Section 2.7.4) made it possible to identify linguistic means that are both characteristic of the genre and essential for teaching students.

One of the questions that may arise when talking about the generalisation of the findings is the size and representativeness of the corpus. Indeed, the corpus consisted of six extracts of approximately 8000 words in total which is significantly fewer than a corpus for analysing writing. However, unlike written texts, spoken interactions need to be transcribed which involves a substantial amount of work. An inevitable limitation of researching spoken interactions is dealing with the secondary data collected as a result of transcribing the primary source. There is a possibility that this factor had an influence on presenting information in writing, however, clarity of

transcription conventions was expected to mitigate this. An important consideration is that the corpus was selected without an intention to prove a pre-formulated hypothesis, so its selection was relatively unbiased and sought to include a variety of accents and styles of discussions. It is also important to emphasise that the categorising of meta-discourse was reviewed by a colleague. Thus an assumption can be made that the findings of the discourse analysis are relatively reliable and can be used to characterise the genre of discussion. However, concentrating on teachable features of the genre of discussion had the disadvantage of disregarding other methods of analysis which might have brought to light further data for the characterisation of the genre. Therefore, further research is needed both to find additional evidence of the typicality of the identified features and to identify other lexico-grammatical features.

In selecting an approach to conducting discourse analysis of the genre of discussion I was guided primarily by the needs of a practitioner who is interested in identifying features relevant to teaching purposes. The framework developed in this study proved to be effective for practitioners' needs and may be recommended for being applied in pedagogical practice in the tertiary sector. This framework involves identifying phonological, syntactic, pragmatic and lexico-grammatical features in spoken interactions using the suggested categorisation and method of frequency count for distinguishing the prevalent language structures.

The characterisation of the genre of discussion is a contribution to the linguistic descriptions of oral genres which have been relatively under-researched. Although the spoken form is generally held in lower esteem in literate society than the written one, the results of the analysis showed that this genre is highly demanding in terms of production, since it presupposes an ability to formulate ideas in complete and elaborate

sentences spontaneously. As a cognitive process it may be more challenging than writing which does not involve this spontaneity. In this sense, the findings in the research draw attention to the complexity of the genre of politics-related discussion as a sub-genre of argumentative discussion. The challenging nature of this genre requires specific preparation and training as it is over-optimistic to expect even proficient speakers to be competent in it.

Although the initial intention was to conduct similar discourse analyses for the other two genres (presentations and seminars) identified as the most relevant by the discourse community of students at the stage of ethnographic studies, the process of transcribing and analysing a corpus of discussions proved to be extremely lengthy and time-consuming, so it became unrealistic to perform this task again within the constraints of this project. Thus a decision to concentrate on the genre of discussion was made.

7.1.5. Methodology for teaching speaking

The suggested approach of using genre methodology for teaching speaking combines elements of the Vygotskyan socio-cultural approach and Task Based Language Teaching (see Literature Review, Section 2.9.2). The phase of independent production of a genre may be seen as the major task the students are prepared for during the previous phases. Indeed, the task of taking part in a politics-related discussion is related to students' real-life language needs and involves the negotiation of meaning. Moreover, principles of Communicative Language Teaching are used at all phases since activities are developed taking into consideration the idea of meaningful interaction. For example, at the phases of building context and practice, students were provided with activities to work in pairs and small groups. During the practice phase opportunities were created for focussing

on language forms identified in discourse analysis as characteristic of the genre (e.g. using rhetorical questions and cleft sentences in short dialogues).

However, the suggested method for genre-based teaching of oral genres brings novelty to the approach by introducing a phase of genre analysis and assigning a greater role to the teacher's and peer feedback. Another novel aspect is placing emphasis on providing specific oral genres as input materials. Although exposing learners to authentic language is one of the principles of task-based language learning, the proposed approach provides a special framework for using authentic materials for genre analysis and modelling and suggests activities for practising and consolidating the language identified at these phases. On the other hand, compared to other genre-based teaching materials (e.g. Carter and McCarthy, 1997), the suggested activities take the learners beyond the stage of analysis so that it becomes the means rather than the end of the instruction.

The role of the teacher emphasised in the Vygotskian socio-cultural approach is expressed through providing exercises for the construction of knowledge at the level which is within the learners' Zone of Proximal Development. Supplying transcripts of video recordings and offering more activities for learners with a lower level of language proficiency is a way to help them to reach the level of their potential development. It may be argued that genre-based methodology provides an alternative to TBLT since by organising instruction in teaching and learning cycles with five distinct phases (building a context, modelling and deconstruction, practice, independent production of a genre and evaluation and assessment) it helps to provide learners with opportunities to master the skills of genre analysis as well as to learn to reproduce the genre while performing the actual task

of genre production (learning by doing). This approach helps to strike a balance between the learner-centeredness of TBLT and teacher-led genre-based methodology.

The limitation of this method of teaching speaking is linked to the fact that learners are exposed to lengthy authentic spoken texts and that they need a sufficient level of language competency to be able to process them, as well as to produce similar texts. This means that the students should be at least at B1.2 level according to the CEFR for the instruction to be effective. Another potential limitation is typical of both TBLT and the genre method, and is related to the possible lack of focus on form. Nevertheless, the methodology proposed in the study helps to reduce this factor by including a practice phase in the teaching and learning cycle which is suggested to replace 'the phase of joint construction of the text' (Feez, 2001, p.223). The phase gives more scope for the teacher to bring specific language items into focus. In addition, organising the phase of independent construction in such a way that several groups of learners take part in discussions one after another, rather than simultaneously as is common in TBLT, provides opportunities for the teacher not only to monitor group work, troubleshooting occasionally, but to listen to the performance of every learner and thus give detailed feedback. In addition, it should be pointed out that the suggested method of teaching speaking draws attention to the fact that accuracy is not the most important aspect for mastering a genre.

7.1.6. Teaching phonological features

One of the novelties of the suggested approach was including exercises for teaching phonological features. Indeed, the suggested way of teaching pronunciation is novel because it helps to bring into attention the importance not only of acquiring phonetic features but also of learning to use appropriate intonation patterns in speech. Explaining to learners

concepts of information focus in an utterance as well as attitudinal tones equips them with tools for making conscious choices in expressing their opinions. This is different from asking them to simply imitate native speakers. Although models are also used in such a teaching approach, the emphasis is not on getting it right but on explaining the difference in meaning which can be conveyed by different intonation patterns. It is argued here that prosodic features are of the greatest importance for teaching pronunciation at intermediate and advanced levels, since these features are expressions of social and cultural aspects of oral speech.

7.1.7. Assessment of the production phase

In the present research learners were asked to write self-assessment and peer-assessment reports which may be seen as a type of formative assessment where feedback was given by the learners. This enabled students to think about their own learning and therefore, as Dann (2002) emphasises, 'encouraged meta-cognition'. At the same time it gave the teacher an opportunity to see how learners perceived their own progress. Viewing the videos of their performance made it possible for the students to compare their own work with that of other students as well as proficient speakers in the modelled genres. This type of assessment plays an important role in encouraging learning, so this is 'assessment as learning' (see Chapter 2, Section 2.9.3).

The assessment form was designed to evaluate the proficiencies involved in the production of the genre of discussion. The novelty of the approach to designing the assessment form lies in including categories which reflect the characteristics of speech demonstrating that the genre of discussion has been mastered. The form evaluates pragmatic, socio-linguistic and linguistic competencies. Pragmatic competency is subdivided into the categories of taking part in a discussion, fluency and spontaneity, turn-taking, and the use of pragmatic meta-discourse, while linguistic

competency includes the assessment of vocabulary, grammar and phonological control. Thus the advantage of using the assessment form is the fact that in addition to the traditional categories of vocabulary and grammar, it is based on measuring the features identified as typical for the genre of discussion in the discourse analysis.

The assessment form proved to be effective for familiarising learners with the specific targets they needed to achieve in order to master the genre. It helped to shift their focus from the high school traditional approach of placing emphasis on grammar and lexis to learning the skills necessary for production of the genre. Evaluating pragmatic features and phonological control in terms of the extent to which learners can use intonation for highlighting ideas reflects the findings of the analysis of phonological features. Each category is assigned scores and descriptors which makes it possible to perform an accurate evaluation.

The development of the assessment form made it possible to introduce an oral test of discussion skills as a part of the final oral examination for the English course in the Political Management department. The form was used for evaluating students in the second round of teaching. It received a positive response among my colleagues in Bremen University who expressed their interest in using this form for evaluating discussions in other ESP courses. In order to increase its reliability it would be essential to collect additional data from other teachers for the verification of assessment categories and scores.

7.1.8. Evaluating the effectiveness

The effectiveness of the method was evaluated on the basis of the analyses of four types of data: transcribed recordings of students' contributions at the stage of genre production; observation data from the stage of modelling and deconstruction; learners' self-assessment reports; and

students' responses in course evaluation questionnaires completed at the end of the course. Since there were two rounds of teaching (in the winter terms of 2011 and 2012), the data was collected after each of the courses; however, transcriptions of students' discussions were made only for the first round due to the lengthy process.

A detailed discourse analysis of students' contributions in the eight transcribed discussions made it possible to answer the most important question of this study on the extent to which this method of teaching the genre of discussion may be considered successful. The empirical task evaluation suggested by Ellis (1997) was applied to evaluate the success. This involved examining the actual outcomes of the task as well as determining whether the task had resulted in any learning.

The analysis demonstrated that the aims of the teaching were achieved since learners were able to control the discourse in a political discussion and thus accomplished the task of a genre reproduction. It was shown that students had internalised the generic structure of a discussion of controversial issues and were capable of applying the pragmatic and linguistic knowledge necessary to take part in a discussion. Furthermore, it was revealed that the pre-production phases of building context and modelling were of significant relevance to a successful outcome at the phase of independent production, since both advanced and lower-proficiency students based their answers on the materials used during these phases.

With regard to the pragmatic meta-discourse identified as characteristic of the genre at the phase of deconstruction, the analysis of students' speech indicated that the internalisation of these linguistic means depends on the learners' proficiency level. Students of a higher level were able to use a

greater variety of emphasising language, and the frequency of these features in the students' speech increased in subsequent discussion. While the analysis of the observational data from the stage of modelling may be considered interpretative and containing some bias in that it reflects the teacher's view, the transcribed students' speech can be seen as a more reliable source with the minimal intervention of the researcher. However, both types of data present the teacher's interpretation of the learning and teaching cycles.

Insights into the learner's perception of the genre-based instruction were provided by quantitative and qualitative data from students' self-evaluation reports and end-of-course questionnaires. The analysis of this data showed that two factors are of key importance for the students' level of satisfaction: awareness of clear learning targets for genre reproduction and setting small groups with learners of an equal level of language competence. It is essential to guide learners' expectations of the outcome and to shift their focus from learning new grammar and vocabulary to mastering a genre. In the first round of teaching in my research students' comments indicated that many of them linked their weaknesses to a lack of lexis and grammar and were unsure of their own progress. Giving them a semi-structured self- and peer-evaluation form helped to draw their attention to the features of the genre of discussion they needed to concentrate on (e.g. managing turns in a discussion, using different linguistic tactics to emphasise their arguments). On the other hand, it was realised that the time needed for mastering numerous aspects of the genre of discussion such as intonation, pragmatic and lexico-grammatical features exceeds the availability of time during a ninety-minute session. This may be the main constraint for achieving noticeable results. Therefore it is important to explain to students that the aim of many exercises is to

familiarise them with different aspects of the genre of discussion and set targets for learning outside classroom hours.

The results of the quantitative and qualitative analysis of twenty-three course-evaluation questionnaires completed by students after the first round of teaching corroborated the results of the discourse analysis of learners' speech and demonstrated the effectiveness of the genre-based methodology. At the same time the first round of teaching helped to reveal which changes should be introduced into teaching for maximising the effect of this method.

The second round of teaching allowed for introducing modifications into teaching practice and taking into account the conclusions drawn after the first iteration. For instance, students were made aware of clear learning targets by familiarising them with the assessment form which was made available to them on the local learning e-platform at the beginning of the course. The analysis of twenty-three course-evaluation questionnaires submitted after the second round of teaching showed a high level of student satisfaction with their progress. Thus both rounds of teaching proved the effectiveness of the genre-based methodology for teaching the genre of discussion developed in this research.

Although the sample of students in this study was quite limited (forty-six learners in total in both rounds), the validity of the results was ensured by the triangulation and comparison of the findings obtained as a result of analysis of four types of data. The results reflected both the teacher's and the students' perspectives. Nevertheless, the credibility of the research would be enhanced if another teacher were to use the same materials successfully. Indeed, interpretation and explanation of the results might be different. On the other hand it is possible to argue for the transferability of

this method of teaching oral genres to ESP students in tertiary education. However, special training for using genre-based methodology is essential for making teachers aware of the work involved in collecting and analysing appropriate texts.

The research provided the following answers to the research questions.

1) Could genre-based methodology be an effective approach for teaching oral genres in the academic settings of a European University (University of Bremen in Germany being seen as representative of European Universities)?

The research gave a positive answer to this question. The most important findings of the study were obtained at the last stage of the project aimed at evaluating the effectiveness of genre-based teaching. Discourse analysis of transcriptions of students' oral contributions in discussions demonstrated that this method was effective for providing learners with the opportunities to create and control discourse and therefore it proved to be successful for teaching speaking skills. Quantitative and qualitative analysis of students' responses in course evaluation questionnaires showed that learners consider genre-based methodology effective for acquiring skills necessary for mastering an oral genre. The learners recognized the effectiveness of this method for raising their awareness of prosodic, lexicogrammatical and socio-cultural features of the genre of discussion and for providing opportunities for the production of this genre. Both discourse analysis and analysis of students' responses demonstrate that this method helps learners to improve their speaking skills. However, it transpired that students' satisfaction with their progress depends on their awareness of their targets. It is essential for this method of teaching that students should be sensitised to the differences between genre approach and traditional

method of teaching aimed at accuracy. The analysis of data obtained after the second round of teaching showed that using the discussion assessment form at the beginning of the course is an effective way of familiarising students with the aims of learning. Another finding is that a very important way of raising students' confidence and improving their performance is putting them in small groups with learners of the same level.

In general, the findings of the research contribute to the knowledge of oral genres, which, as identified in the literature review 'have been under-researched whether at the level of grammar or in broader genre-based-studies' (Hughes, (2002).

2) What is the best way of identifying genres relevant for teaching ESP students?

The research showed that an effective way of identifying genres in this case was obtaining information from students who have returned from their studies abroad. They may be seen as new members of an academic discourse community of political management since they have become familiar with the particular genres that are used "in the communicative furtherance" (Swales, 1990) of common goals of sharing relevant knowledge. According to Swales' definition, discourse communities "are sociorhetorical networks that form in order to work towards sets of common goals" (Swales, 1990, p.9), and familiarity with the particular genres of a community is one of the main characteristics of its members. It should be noted that although students spent their semester abroad in a variety of universities in different parts of the world, they seemed to have similar views about the relevance of genres essential for teaching novices of this discourse community. It means that this broad academic discourse community comprises members in various institutions around the world.

It may be argued that this is a new approach to conducting a needs analysis since the information was obtained not from learners, as in many other types of needs analysis such as a present situation analysis (PSA), or subjective and felt needs analysis, but from the new members of a discourse community. It relates to some extent to a target situation analysis as it enables access to information about what the learner needs to do in a target situation. At the same time it has the advantage of obtaining data from the new members who went through both an experience of learning a language and using it in different communicative situations. The present study suggests that such discourse community needs analysis plays an important role in selecting genres for teaching and designing materials.

3) Which on-line resources are available and suitable for modelling these oral genres?

As it was explained in part 'Selection of texts for modelling' in section 'Reflections on the conducted research' of this Chapter, extracts of BBC political discussions which were found on YouTube, proved to be most suitable for the purposes of this research. They met all the criteria, including the appropriateness of length of extracts, authenticity and topicality.

It should be noted that selecting texts for researching and modelling the genres identified at the stage of ethnographic studies presented a substantial difficulty in this research. Obtaining authentic recordings suitable for the classroom needs can be one of the greatest challenges for practitioners. An important aspect that should be taken into account at this stage is that it may be problematic to find texts that match exactly the required model for a genre, since settings of rhetorical situations may be

very specific, and samples of only broad categories of these genres are available. Indeed, every area of studies has its specific characteristics, so ideally a text representing this area should be used for modelling. Nevertheless, the availability of examples of specific interactions seems to be limited, unless there is access to some university materials.

4) Which methods of discourse analysis can be used for analysing oral genres for the purposes of teaching?

The research showed that the analysis of oral genres demands tools used by linguists in related areas, such as conversation analysis, pragmatics and prosody. The present research addressed the challenge of analysing an oral genre as a multi-dimensional construct. One extra dimension that was included in the analysis was researching sound. Aspects related to intonation (prosody) were analysed in addition to lexico-grammatical features, which are usually the focus in the analysis of written genres. Advances in Systemic Functional Linguistics made it possible to apply concepts of meta-functions to the analysis of prosodic features. Qualitative analysis was used to investigate how textual meta-function is expressed through tonality and tonicity. The findings of Tench (1996) and Halliday and Greaves (2008) were applied to explore the inter-personal function and its expression through intonation and attitudinal tones. In terms of Hughes' (2002, p. 7) diagram of 'levels and fields of research into speech and conversation' all three levels of studying oral speech (sound, structure and organisation and behaviour) were dealt with in the analysis conducted. The innovativeness of this approach is the comprehensiveness of analysing prosodic features and exploring the expression of two meta-functions in intonation. The approach proved to be useful in identifying prosodic features relevant to pedagogical practice.

The SFL perspective was also used for identifying lexico-grammatical features characteristic of the genre of political discussion. Hyland's (1998) approach to characterising meta-discourse in academic written texts was adapted for examining and classifying linguistic means in the spoken discourse of political discussions. One of the most important results of the study was the introduction of new categories for analysing pragmatic meta-discourse in oral genres. The categories of 'sequencing' and 'announcing the discourse' of Hyland's (1998) classification were extended to include three more subcategories, which are 'stating the intention of giving or demanding information', 'focussing' and 'insisting on carrying on when interrupted'.

5) What are the distinct phonological and lexico-grammatical features of oral genres which are the most important for the students' needs?

This research made a contribution into the characterization of the genre of political discussion. Despite being a spoken genre, it has several features which distinguish it from other spoken interactions, such as casual conversations. In terms of syntactic complexity, this genre has a high proportion of completed sentences, low number of elliptical clause complexes and high percentage of complex clause complexes with hypotaxis (conjunctions but, if, because). This brings further evidence for Halliday's (1979) finding that 'spoken language is characterised by complex sentence structures with low lexical density' and that nominalizations and nominal clauses typical of written texts are replaced by syntactically related clauses in oral speech (see Literature Review, Section 2.6.2). Another characteristic feature of this genre is that the prevalent types of emphasising language are cleft sentences and rhetorical questions. These characteristics relate to the rhetorical function of persuasiveness which is

the key function of this genre. In terms of production, this kind of discourse may be considered planned and to some extent prepared, even though spontaneity is also one of its characteristic feature.

The analysis helped to identify examples of marked and unmarked tonality and tonicity, as well as attitudinal tones in the extracts. This was relevant for designing activities in order to draw students' attention to these features.

6) How can genre-based methodology be used for designing a set of materials for teaching oral genres?

Drawing on five-phase methodology (Rothery, 1996, cited in Feez, 2001) proved to be an effective approach to the designing of speaking activities. Activities developed for each of the phases made it possible to involve learners in analysing the modelled genre, by giving them specific tasks of identifying the linguistic features which had been specified in the genre analysis. Moreover, they were pertinent to providing scaffolding for mastering these structures during the practice phase. Organising teaching in teaching and learning cycles helped to turn students into genre analysts and develop skills which they will require in their future studies and at work. Video recording of the independent production of the genre of discussion presented data for the evaluation of successful teaching.

A significant result of this research is the development of a CEFR (Common European Framework of Reference)-based discussion assessment form containing performance descriptors with a scoring scale. It was designed to assess oral proficiency and takes into account those features which students were taught to use during teaching and learning cycles. It provides a detailed description of each aspect of oral production of the genre of political discussions and can be used both for setting objectives

for students and for self- or teacher-assessment of students' performance in this genre. The form was used by the researcher/teacher for giving feedback and provided an efficient and reliable way of evaluating students' work. Creating clear criteria for the assessment of students' oral contributions made it possible to introduce changes in the syllabus and to make political discussion part of the oral examination at the end of the semester.

7.2. Limitations

Although colleagues' positive responses show the usefulness of this method, this may not be considered sufficient for making further generalisations. Indeed, further research is needed to corroborate the results of the study. For example, it would be useful to collect feedback from students taught by another teacher and in different disciplines. However, due to organisational difficulties, this was not possible to arrange within the scope of this project.

7.3. Further research

The research draws attention to the pertinence of analysing and teaching oral genres in the context of ESP in tertiary education and to some extent paves the way for further research in this area. The suggested framework for characterising oral genres can be employed for describing spoken interactions in different disciplines.

This study demonstrated how analysis of oral genres can be conducted with a view to develop teaching activities. It shows that awareness of specific lexico-grammatical and prosodic features typical of certain spoken interactions could provide practitioners with a basis for developing

relevant activities. New research findings in characterisation of different oral genres, particularly the examination of teachable features, are of great relevance to pedagogical practice.

On the other hand, although a substantial amount of theoretical work for characterising the genre of political discussion was accomplished in this study, it cannot be considered exhaustive and further research in this area may help identify other features typical for this type of oral communication.

The use of video resources for teaching spoken interactions involves analysing kinesic features, such as facial expressions and gestures accompanying speech. An interesting finding of this research is that their interpretation may depend on the culture of learners. Further research is needed for studying these features as their misinterpretation may lead to problems in communication.

Another important aspect which should receive more attention in research in relation to oral genres is phonological features. The study showed that the existing theory allows for investigating intonation in spoken communication and gives opportunities for examining intonation patterns used in different rhetorical situations.

7.4. Contribution of the research to the theory and practice of education

The research addresses two aspects of teaching oral genres in the academic setting of a European university. The first one is related to the development of theory for the analysis of oral genres relevant to students' needs and examining which concepts and ideas used for studying written

interaction are applicable to researching spoken communication. In particular, the research lays emphasis on the comprehensiveness of discourse analysis of oral genres and on searching approaches to reflect the multi-dimensional nature of oral interaction. Linking concepts from prosody, pragmatics, Systemic Functional Linguistics and other areas of the study of genres and oral speech is expected to make a contribution to the research on oral genres in ESP and in applied linguistics in general.

Such characterisation of genres relevant to the academic needs of the ESP students is essential not only in the context of foreign language teaching but also for understanding the role of teaching academic speaking in tertiary education. Indeed, written language 'is held in higher esteem in literate society than the spoken form' (Hughes, 2002, p. 14). This may be the reason for the fact that the predominant form of examination in universities is writing essays, whereas speaking has been seen as being inferior in importance. However, learning to operate within required oral genres helps students to 'become socialized into the discipline-specific ways of communicating necessary to be successful in that field' (Jones, 2013). In this sense the research provides a new insight into the role of teaching speaking in a university.

Incorporating approaches of all three schools of genre (ESP, SFL and New Rhetoric) for the development of a theoretical framework for studying and teaching oral genres relevant to the needs of certain ESP students has shown how each of the approaches may complement each other and provide foundations for comprehensive research.

The second important aspect addressed by this research is the pedagogical one. Designing and teaching a genre-based speaking course contributes to a better understanding of a possible framework for the development of

such courses and help to elucidate the effectiveness of genre-based methodology for teaching speaking and factors crucial for maximising its advantages. The data and experience obtained at each stage of the research helped to produce recommendations for curriculum design for this course and similar courses in Bremen University. At the same time, the research is expected to form the basis for setting up new ESP speaking courses.

One of the most important results of the research is obtaining better understanding of the strengths and weaknesses of genre-based methodology, particularly in application to teaching speaking. This area has been under-researched and the present study has provided an important contribution to existing knowledge.

Dissemination of the findings has shown that there is interest in this study both on the part of practitioners and researchers. Results of this research have been presented at three international conferences (CERLIS, 2011; AELFE, 2012; Bremen Symposium, 2013), where they received approval from the research community. In addition, seminars for teachers of Bremen University Language Centre were organised at their request for explaining how to use genre-based methodology for teaching oral genres in ESP. Their feedback reflects a very positive response to the introduction of this approach for teaching oral genres. It shows the potential for a broad application of findings in this research to the pedagogical practice of ESP teachers at Bremen University and in the tertiary sector in Europe.

In more general terms, the findings of the research contribute to the understanding of the role of a language instructor in tertiary education and shed light on the skills necessary for successful teaching by highlighting the significance of knowledge of the effectiveness of methodology and

reflectiveness in teaching and learning. The findings of the research are important for the development of ESP teacher-training courses and in this way also provide a contribution to pedagogical practice.

Overall, the principles of design of genre-based materials for teaching speaking as well as the results of the analyses I conducted for this research will have an educational and research value both for the theory and practice of teaching oral genres.

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Appendices

Appendix 1. Needs Analysis Questionnaire

1.

Name.....

E-mail address

Number of years studying English

Exams you have taken in English.....

Which aspects of English are particularly important for you? 1- very important, 5- not important

Speaking	1	2	3	4	5
----------	---	---	---	---	---

Pronunciation	1	2	3	4	5
---------------	---	---	---	---	---

Writing	1	2	3	4	5
---------	---	---	---	---	---

Spelling	1	2	3	4	5
----------	---	---	---	---	---

Reading	1	2	3	4	5
---------	---	---	---	---	---

Listening	1	2	3	4	5
-----------	---	---	---	---	---

Grammar	1	2	3	4	5
---------	---	---	---	---	---

Vocabulary	1	2	3	4	5
------------	---	---	---	---	---

In which situations have you used spoken English? ()

- 1) Informal discussions with native or non-native speakers;
- 2) formal discussions with native and non-native speakers;
- 3) taking part in seminars;
- 4) asking questions during lectures;
- 5) speaking to teachers

In which situations do you think you will have to speak English:

- 1) Informal discussions with native or non-native speakers;
- 2) formal discussions with native and non-native speakers;
- 3) taking part in seminars;
- 4) asking questions during lectures;
- 5) speaking to teachers

3. Introduce yourself by providing some information about your studies, work experience and aspirations for the future. Is English important for you? Why?

Appendix 2. Questionnaire to students who returned from semester abroad

Dear Student,

I would be very grateful if you could fill in the questionnaire about using your English speaking skills during your semester abroad. The information is to be provided anonymously and it will be treated as confidential. The data is needed to design English speaking activities in order to prepare the second-year students for their stay abroad as well as for their profession/career. Your help is highly appreciated. You are welcome to contact me in case you have any questions regarding the questionnaire.

**Anna Makarova, English language teacher, Hochschule Bremen
Email address: anna-mak@hotmail.co.uk**

1. Information about your stay

1.1. In which university did you spend your semester abroad?

.....

1.2. How long were you there?

.....

1.3. Which language(s) was/were used for teaching at the university?

.....

1.4. How often did you speak English?

a Every day b Every week c Never

1.5. How many hours per day did you speak/listen to English?

1-2 hours	3-4 hours	5 hours and more	didn't speak
English			

1.6. In which situations did you speak English?

a) to give oral presentations:	often	sometimes	rarely
never			

b) to take part in seminars: :	often	sometimes	rarely
never			

c) to ask questions during lectures:	often	sometimes	rarely
never			

d) to speak to university teachers:	often	sometimes	rarely
never			

e) to speak in formal meetings with other students	often	sometimes
rarely	never	

1.7. Did you use English in the following professional situations:

a) to take part in debates (university or any other)	often	sometimes
rarely	never;	

b) to take part in round-table discussions	often	sometimes
rarely	never;	

c) to conduct interviews:	often	sometimes	rarely
never			

d) any other (please, specify)

.....

.....

.....

.....

.....

.....

1.8. Were your teachers native or non-native speakers of English?

Mostly non-native speakers mostly native speakers half
and half

1.9. In which situations was it difficult for you to understand and speak English (rate the difficulty from 3 – very difficult to 1 – not difficult:

1-not difficult	2- OK	3 -difficult
-----------------	-------	--------------

Please put an X in one of the boxes:

a) to give oral presentations:

--	--	--

b) to speak to university staff:

--	--	--

c) to take part in seminars:

--	--	--

d) to ask questions during lectures:

--	--	--

e) to take part in discussions

--	--	--

f) in any other situations (please, specify):

.....

.....

...

1.10. If you used English in professional situations, was it difficult for you?

Please rate the difficulty from 3 – very difficult to 1 – not difficult:

1-not difficult	2- OK	3 -difficult
-----------------	-------	--------------

Please put an X in one of the boxes

a) to take part in debates:

1.	2.	3.
----	----	----

b) to give political speeches:

1	2	3
---	---	---

c) to conduct interviews:

1	2	3
---	---	---

d) any other (please, specify):

.....

.....

.....

.....

.....

1.11. Which difficulties did you have (please rate from 3 - difficult to 1- not difficult:

1-not difficult	2- OK	3 -difficult
-----------------	-------	--------------

Please put an X in one of the boxes

a) to have correct pronunciation:

1	2	3
---	---	---

b) to use the appropriate vocabulary

1	2	3
---	---	---

c) to know what to say in each situation:

1	2	3
---	---	---

1.12 Did people understand you?

a) your intonation, pronunciation: always sometimes rarely

b) vocabulary you used always sometimes rarely

c) what you meant: always sometimes rarely

1.13. Did you have to take part in seminars, meetings and lectures more actively than in Germany?

More than in Germany about the same less than in Germany

1.14. Were teachers friendly to you? always sometimes
rarely

1.15. Were students friendly to you? always sometimes
rarely

1.16 Were there cases when you meant to be friendly but people thought you were unfriendly?

Often sometimes rarely never

2. Your English course in Hochschule Bremen.

2.1. Your English course has prepared you for your semester abroad:

mostly agree mostly disagree

neither agree nor disagree

2.2. It would have been better if students had had a chance to get to know situations in which they would be using English speaking skills:

agree disagree

neither agree nor disagree

2.3. Which situations would you recommend to teach:

a) giving oral presentations very important quite

important unimportant

b) taking part in seminars very important quite

important unimportant

c) asking questions during lectures very important quite important

unimportant

d) taking part in debates: very important quite

important unimportant

e) giving speeches: very important quite

important unimportant

f) conducting interviews	very important	quite
important unimportant		
g) taking part in discussions	very important	quite
important unimportant		

2.4. Any other situations

.....

2.5. Which topics are particularly important?

2.5. Have you ever felt discriminated for your accent?

Optional (not obligatory):

3.1. Your name:

3.2. Your email-address:

3.3. Your gender

Appendix 3. Transcripts and discourse analysis of TV extracts.

Extract 1, analysis of clause complexes

BQ transcript Should creationism be taught in schools?

Key to marking

Independent simple clauses

Clause complexes with parataxis

Clause complexes with hypotaxis

Embedded clauses

Ellipsis

Unfinished sentences

http://www.youtube.com/watch?v=G2f_CZsXbyk&feature=related

- Nick: Professor, Andy Macintosh, you're creationist?
- Let .. the real question, Nicky, ==should be
- ==I haven't asked yet. Which is ... The real question is: "Should you be teaching, I know you a young Earth creationist, so you think it in thousands, rather than in millions or billions of years, the Earth.. Why should we be teaching biblical fable rather than proven science?
- Well, you've loaded the question. The problem is, if you actually look at the alternative, the natural bedfellow of evolution, is atheism. Not everybody is of course an atheist, I'm not saying that' (pronounced quicker and with less emphasis), but the natural bedfellow of the evolution, is an atheist. So, we have to decide, is there actually – are we going to separate , the facts, from the interpretation, that's the important issue here. We need to have a level playing field Nicky. Not everybody obviously is going to agree with my position (rise) [touches his breast with his right-hand] but we need to look at the science ,without this loaded interpretation

- which says you must always interpret it using a naturalistic framework.
- How do we come to be, how did the mankind come to being, nothing ==to do with
 - == well that must be dealt with, within the religious knowledge issues. ==
 - ==()
 - Obviously, every position has philosophical implications.
 - ==Right eh
 - ==that can be dealt with within the religious knowledge ==class
 - ==nothing to do with, well nothing to do with ,
 - == ()in the science
 - nothing to do with ape-like creatures
 - Nicky, let me just make my point. In the science, we need to look at the science carefully and we need to separate interpretation from facts, so that we can look at the facts carefully (rise) and understand where people are coming from. Nobody comes to the facts without baggage, that includes the evolutionist. The evolutionist tries to deny (rise-fall) this, "oh, we don't come with baggage", but actually the natural baggage they come with [a gesture pointing from him in the audience's direction] not everybody has this view, but the natural inclination is towards atheism. ()
 - Professor professor Ba Kiriakou, you're a geneticist
 - ==I am, I am, I am
 - What's your baggage?
 - Well, my baggage is, I'm a Greek orthodox, Christian, ah, but I still teach evolution to university students. And, if you ask if creationism should be ever taught in schools (fall rise), is yes, but you package it up with other improbabilities like, in the Christian church, Jesus

walking on water, ah feeding the five thousand, raising Lazarus from the dead, these are improbabilities should be packaged, (fall) into something we call religious knowledge. We cannot let this kind of thought (fall-rise) contaminate biology ah ah. And biology is, a rational science. There isn't a theory of evolution any more than there is a theory of gravity. Evolution is a fact. It is supported by hundreds, thousands (applause from the audience starts) of experiments. That's not to say that you can't have people doing evolutionary experiments who are religious. I mean I have PhD students in my own laboratory who're doing evolutionary experiments but they are still religious. That's fine. That's their views. But we should not be teaching students in schools ah creationism as it is fact. There is not a shred of evidence for that.

- Nicky, can I come back to
- David, I know but there is not scientific evidence. You believe that the Earth is between six thousand and ten thousand years old! The dog was domesticated fifteen thousand years ago.
- Well my current research is with the practical issue in the classroom, what it actually means to be a creationist pupil in the classroom in a typical secular school, what it means to be an evolutionist pupil in a typical Christian school. And that is the level we should be considering this. I just want to give you a little story and I hope you will give me time to say this, because this debate is happening at the wrong level. Say ah that there is a science class going on. I'm sure it wouldn't be true in this particular school in which we're situated
- (Nicky) mhm
- but this could be a very typical scenario in many many schools. The teacher says "Right, we're going to be starting evolution now, evolution is a theory of origins, but actually, it's not really a theory

but it's so supported by evidence that it's effectively a fact, (rise) for example, the overwhelming evidence from the fossils supports what Darwin taught. Well, somebody put their hand up and says "Please Miss," now, this is a young woman,

- mmm, go on
- teenager, from a Christian creationist background. And she would say "Excuse me Miss, I hear that other people interpret the fossils differently". Now this is what could well happen immediately that she was subjected to abuse
- But what if she says that the moon ==was made of cheese?
- ==Can I finish, please ==because I'm talking about these pupils. I'm involved in research which shows that pupils in this scenario are very very badly affected, because they are expressing something that's very important to them and what would typically happen, I don't know about typically, but will often happen next, and I've been subject to those things myself, is that you then get a lot of personal abuse. Another teacher might well ==say
- ==Wh what
- ==Let me finish, please
- -We've got to let the other people talk, we've got to let the conversation
- Yes
- -evolve.
- David, please
- I'm following the professor's earlier comments. I'm not sure who're my bedfellows are, may be atheists and some of them may not be atheists (pronounced quicker as if in brackets), the point is that there're some people who believe that the Earth is balanced on the back of an elephant, there 're some people who believe that the Earth is flat, but do we teach that, do we actually suggest that to

young people? Ah, as you said, as you rightly said, there're some people who believe that the moon is made of cheese (middle fall), some people believe that the sun still goes round the Earth, as they did for a time, but that's just not true any more. For as much as we know the battle of Hastings

- ==(argument, we're not talking)
- For as much as we know
- Well, sorry, the lady wants to carry on speaking (fall)
- That wasn't a lady, that was a gentleman
- Was it? Sorry. Right, some people might think that the battle of Hastings was in 1266, but we don't actually teach that, we teach that it was in 1066 (applause), right (rise)?
- () applause
- And therefore, and therefore, whatever people want to believe in the privacy of their own home, in the privacy of whatever religion they're practising, they're free to do that, but to teach young people things that we know they're not true, is tantamount to abuse of young people within the classroom situation.

Extract 2

Is it time to draw forces from Afghanistan?

Analysis of logical connectives and cleft sentences

<http://www.youtube.com/watch?v=EJAGpnZpUhE>

S1

- S1 Now, this month has seen the highest number of deaths of NATO forces in Afghanistan since the start of the war nine years ago, eighty eight in all. This week David Cameroon warned that the troops are in for a difficult summer. Is it time to get out of Afghanistan?

Well, Robert Fokshere, a defence correspondent, you've spent a lot of time in Afghanistan, you've said in nine years we've spent ten billion pounds in

Afghanistan and three hundred and eight men's lives lost. Should **we** least stay and do what David Cameroon says "Get the job done" [both hands go down]

- We've got to have a proper plan, to get a guide, **but** I think we've learnt from the past weeks, that **it's not only the dead but many many more injured. It's also the story of general McChrystal, why he went.** Yes he made the boo-boo (?) to (?) the people rather like me (fall-rise), **but** that's not really the point which the media's concentrating on. **What they should have been concentrating on is quite clearly** - he was beginning to state to the correspondent he spoke to, that the plan wasn't working. A friend of mine who's worked with McChrystal and knows him very well, said, he's been brilliant in other theatres where he was commanding special operations. They sent a military man to resolve primarily a political problem. We're still being told about this war in military terms.

- You don't think there's a military solution to this?

- No, from there's got to be a solution that comes inside. **And that's the thing, that's really is failing, it's this thing about our allies, it's not that the American allies are rotten, but actually the kind of things that we were trying to prop up,** the kind of regime, **but** what that regime stands for. It was brought in from the outside at the end of 2001. One of the colleagues, David Loya, has written a wonderful book, explaining why that thing doesn't work. **The thing that worries me, I think it should come into our debate, concentrating on this war, you can and it's very bloody, it's bringing a lot of distress.** But we're in danger of losing really strategic war next door, **because** we can't engage in it, namely the war in Pakistan strategically very dangerous. Now, **relating to another point that we're going to discuss in this debate, which I think is very very important, the one thing that I can say and anybody can challenge me, what we haven't got on top of, is the narco-economy in Afghanistan,** because it has grown hugely over the time that we've been there.

- **But** we've got many points there and in terms of the drug war we're going to talk about in our next debate later on, but addressing the point whether or not we should be coming out. Robin Mathews, formerly served in Afghanistan, you were there in 2008 for the Carnel would you agree that we need to be getting ourselves out?

- **I think the first point that I make in reply to what Robert has just said, is that there're no exclusively military solutions to the problems.**

But what the military do, is provide the space for the economic reconstruction and political development and government to flourish. Now coming back to your point "do I think we should withdraw from Afghanistan", absolutely no. I disagree with Robert, I think there is a plan, and the plan is working. General McParker, who is currently commanding all forces in Afghanistan, between McChrystal and Petraeus who's due in theatre soon, and who incidentally - his son fought in Afghanistan and lost two legs, to a mine strike, he says that the plan is working. **Of all the people that we should listen to, the soldiers on the ground** ==ww

- **But** what is the aim game, to use the common parallel, where're we going?

- I think, **what S McChrystal did, was to look very carefully and he took the focus away from simply destroying Taliban, and actually, - so what we need to do now is to protect the people.** Benjamin was eloquently talking about the need to support the underdog. The underdog in this context is the Afghan people. They asked for our support, they need our support and we should continue to give them this support. Because **it's the Afghan people, not British soldiers, or American soldiers, or Estonian soldiers, it's the Afghan people who will determine success in that country.**

- Well, we were certainly reading the papers suggesting, if we were to pull out now or now-ish, Afghan people would descend in a civil war. Salma Yahor, from the Respect party, well, you surely don't want to see that!

- Well, we should remember that the whole country is in a mess now. [gaze at the speaker 1]. You mentioned the Afghan people, well, 35 thousand civilians have been killed since the beginning of the war. That's a huge figure, we were shocked at 308 British soldiers, just last night in Birmingham we saw the death of another soldier, that's not acceptable. When you look at Afghan people, seven million people have been made refugees, **how's that a success or doing the Afghan people a favour?** The end of the suffering of the Afghan people is to actually end the war. **That's what they're asking for.** The women, they're actually saying that their situation has become worse since the beginning of this war, not better (applause).

- I'm going to come to you, Robin, I know you were saying there is a plan, successes have been gained,

- I think casualties among Afghan people, that is right, nobody wants to see. **What General McChrystal has done by focusing his entire strategy on protecting the people, is to reduce the number of civilian casualties.**

And since he took command ==command

- == **But** McChrystal himself assessed the situation and himself said that the plan was not working. More soldiers have been dying, **and** actually the whole strategy was based on CLEAR and HOLD. Not able to clear Madra, a town of thirty-five thousand, couldn't be cleared from Taliban influence by fifteen thousand soldiers. That's two civilians per every one soldier. The idea they couldn't hold Kandahar, which is ten times the size of

- A fantasy

- Can I just say McChrystal's plan isn't working. I think you need to see beneath what McChrystal is saying. He wasn't saying his plan wasn't working, **what he was saying was Barack Obama –his plan will only work under certain circumstances.** Barack Obama is working to an electorate timetable, which means effectively, you can have a surge of thirty-five

thousand troops in Afghanistan until summer next year, and then we must draw down. **So that** we can demonstrate to American people that we have enjoyed the success. **What McChrystal was trying to tell him** (fall rise), through a variety of different means, **was that if you do that, the plan will fail. What you need to do, is to stay the long course**, and part of that is their need to protect the population. **So**, this population-saving strategy that he's articulated, is, I think the best option, of a range of bad options available to you. With regards to Pakistan, yes, we should be focussing on Pakistan, **but** if you allowed the implosion of by pulling of **and** I would compare Pakistan to a simmering pot of with NATO forces simply holding that pot

- It's a war in Afghanistan that's destabilising Pakistan. ==Two thousand
- ()
- Two thousand of the Pakistani soldiers have been killed
- ==I understand
- **Because** they're allies of America,
- Two scenarios,
- OK, Salma, we must carry on
- ()
- Hang on, Salma, hang on.
- People fear, **and** one of them is actually an EU special envoy to Pakistan, who commented in the papers today, that **if** NATO pulls out, and the fear of NATO is in itself precipitating a civil war. **And** I will draw your attention to 1989 when the Americans pulled the and so did the Russians **and** it to the best of civil war that we can actually remember in the history of that country. Now, let's deal with the reality of Afghanistan that we face today, **if** we pull out, Afghanistan potentially sinks into civil war, Afghan Taliban come to power, **what're they going to do?** They're going to start promoting the Pakistan Taliban which itself will destabilise Pakistan

- It's happening already, and this's making it worse (smiles)
Underdog (competition), a participant in a fight, conflict, or game who is not expected to win

Extract 3

Analysis of logical connectives and cleft sentences

Big Questions

Should we free Palestine?

<http://www.youtube.com/watch?v=DoUneU8p20g>

S1 –presenter; S2- male, non-native speaker; S3 – male, non-native speaker; S4 – male, native speaker; S5 – male, native-speaker (Scottish accent)

S1 In September the United Nations will vote on whether Palestine should be recognised as an independent state within the borders that existed before the 1967 6-day war. Now with the Peace talks, and conditions within Gaza fast deteriorating, the UN reliefs and world agencies for Palestinian refugees said this week, it's hard to understand the logic of a man-made policy that deliberately impoverishes so many and condemns hundreds of thousands of potentially productive people to a life of destitution. We ask this morning, is it time to free Palestine. And when that flotilla was confronted by the Israeli forces, you were on that flotilla, weren't you, Hassan ...==

- S2 == Yes, yes
- S1 ==Nawarra, and you say, and you're off there again, aren't you, in an aid convoy very soon.
- S2 Yes, we're leaving today.
- S1 You're leaving today.
- S2After this show. We're heading from Glasgow to Gaza.
- S1Right.

- S2 With an aid convoy.
- S1 Right. And you're not going to stop until you say Palestine is truly free
- S2 Absolutely.
- S1 What you == mean
- S2 == self-sufficient, to sustain itself, people can support themselves, no poverty, no starvation, no hunger, no sickness, they can live same as British here, they can live freely and peacefully.
- S1 What kind of state will it be?
- S2 State?
- S2 == It will be Palestinian state.
- S2 What human rights will be like, I mean. In
- S1 == with Hamas of course at the forefront, many people worry about the human rights
- S2 No, that is wrong. If you go to ask the Palestinian people we, the world has witnessed, the Palestinian election in 1996. And they have seen, in 2006, the Palestinians had a say, huge majority of the Palestinian population has voted for Hamas. Because the programmes they came in to solve the Palestinian situations. That's where the democracy in Palestine. The Democracy came and showed the world. And immediately the Americans and the Israeli occupation didn't like the Palestinians' say and they (hold?) to represent them in both sections of the Palestinian people.
- S1 Ta Shagri, what kind of state should this ultimately be?
- S3 Ultimately, it should be a democratic state for everyone, irrespective of Jew, Christian, druid, whatever.
- S1 == One state
- S3 == One state, single state for all inhabitants of Palestine Holy land. [applause] And it should ensure it can guarantee human rights for every individual irrespective of group affiliation or religious identity.

- S1 And will – because the so-called Arab spring had changed the context ==of
- S3==Absolutely, because up to now we had the Zionist mythology that it's the only democracy in the Middle East. It's not true. Turkey is a democracy, other places are. This notion that Arabs are totally against democracy and only the Israelis or the Zionists are democratic, is a total myth.
- S1 **There's one state solution which you believe should be headed towards.** You believe that Palestine what is now and Israel, that should be ultimately one state.
- S3 I think, maybe we need an interim solution, bill of confidence, measure (?) Jewish side and Arab side, and bring people together, the ultimate goal should be human rights for all, not on the basis of your religious or ah ah cultural background.
- S1 OK (applause)
- S1-Eh, or your ethnicity. Sam Westrop, how do you respond to that?
- S4 Well, look, it is time to free Palestine, it's time to free Gaza and the West Bank from the groups of Hamas and Fatah. **I find it's extraordinary that you call Hamas democratically elected.** A democratic vote does not mean a democracy. Hitler was democratically elected. Ah Now **if** fifty-one per cent of this room voted to murder the other forty-nine per cent that would not make it a democratic system, that would not make it a legitimate democracy. Hamas throws its political opponents from rooftops, it murders homosexuals. Its charter calls for the murder of Jews, and you're calling for one-state solution with these people who [a the previous speaker is making a gesture with his hand to address S4, his neighbour is stopping his gesture] laughter
- S4 Now I ask you, I have many Jewish friends, not homosexual friends, who are very much involved in ==()

- ==()
- S4 And human rights activists. Now, Hamas calls for the murder of these people, their Charter calls for the murder of these people. Now I ask you, do you support Hamas?
- S3 I mean, you talk about democracy, you know let's take the 1947 vote that brought Israel into being. The thirty-three countries cajoled to vote, all the Christian nations by the way, **but** the rest of the people voted against it. You talk about democracy. **Now, that wasn't a true democracy in 1947?** Now, let's go back to the 1947 resolution that said, OK, let's have two state solution an international zone for Jerusalem. We've never gone back to that. You you - Jerusalem is so called eternal capital. For people that only controlled the land for less than three hundred years in recorded history!
- S4 The UN proposal 1947 of two states – Israel accepted, the Arabs rejected it and invaded Israel to kill the Jews.
- S1 Wait, wait, let's go from 1947 to 2011.
- ==Yes
- S1 **Is this unsustainable?** We spoke about prisoners before. Many people see Palestine as a prisoner state. ==Whose fault is that?
- ==Ah
- S4 **That's where moral policies lie** I said with Hamas and Fatah. Murder corrupt government. Look, it's ==great that
- S3==Israeli's regime
- S1==One second, one second
- S3==blockade
- S4 ==**because** the life in Gaza according to report a year ago The life in Gaza is better than it is in Glasgow. As for () this "terrible" situation I'm not so sure.
- ==()
- S4==I do not () because it's not free society

- S4==() that Palestinians are so badly treated
- S2 Talking about Hamas killing its own people, I don't believe. I would like to see -Show me any cases of that. **What about the depleted uranium that were used by the Israelis? The white phosphorus and F16 helicopter?** In 2008 and 2009 we have seen the aggression war ==that
 - == ()
 - S2 has been held against Palestinian people by the most corrupted regime in the middle East called state of Israel.
 - S1 Right, right How would you help the people of Gaza that are suffering so much at the moment?
 - S5 The people of Gaza, the Palestinians have been suffering since 1948 through the Arab world treating them badly, through the Palestinian leadership. This is the soft face of the Palestinian play. They are always calling for justice and are caught for other democracy (?) using our own freedoms against us. When you listen to what do they speak to themselves, in 1947 they (?) Hitler of how to kill Jews, or drive them into sea to find their gold. Nasser wanted to keep them in a camp **because** eventually that'll destroy the Zion's entity, Arafat "we'll make Jews so uncomfortable, they won't want to deliver an Arab" **and** today Abbas, who doesn't know what's going on. You're not ready for a state. You still have a ... You want to destroy the Jewish nation. Until you realise that the Jewish came from Juddia You've created your own ghetto, you've created your own for disaster.
- Let me ask you a question
- We're not getting anywhere

Extract 4

Analysis of **logical connectives** and **cleft sentences**

Question time Hugh Grant regulating the press

<http://www.youtube.com/watch?v=krBk31EFTI8&NR=1>

David Dimbleby (S2) chairs the topical debate programme from Basingstoke.

On the panel: the actor Hugh Grant (S1, HG); Employment Minister Chris Grayling (); Shadow Foreign Secretary Douglas Alexander (); Liberal Democrat peer Baroness Shirley Williams (S4); and the radio presenter and former Sun columnist Jon Gaunt (S3) with an invited audience.

- (S1) (HG) I'm not for regulating the proper press, the broadsheet press, but it's insane to me that the tabloid press has been unregulated for all these years. If we – you know, what are the arguments not to regulate it? You say "Oh well, it's an intrusion on the freedom of speech", well, we regulate broadcast media, we regulate BBC news, sky news, ATN, channel 4, and they are all really good, it's fantastic journalism, so in what way would the tabloid journalism be compromised by having a proper regulatory body of the type of OFCOM watching them. I don't see that. There's only one wrong reason why there isn't a regulatory body and that's been the cowardice of politicians up till now, the fear of the press, terror of Murdoch.

- (S2) Jon Gaunt, the regulated press?

- (S3) No, I think the PCC has got faults, clearly, yeah, clearly, but would you want more regulation? Why can't we ..

- (S1) To stop Milly Dowler from being hacked

- (S3) Oh, hang on a minute. We've got laws of defamation libel and slander, haven't we, I don't think we need to regulate press more. Eh eh what we need to do is to use the existing laws we've got. People can choose the newspapers they read, eh, Hugh, in this country, and I think that this regulation

- == (And I think)

- (S3) If we're not careful, if we overregulate the press [with his hand pointing in the direction of Hugh Grant], we don't have a free press. ==()
- (S1) ==We regulate TV, for instance.
- There may have been stories in the paper about you that you don't like, I'm not condoning the hacking, but on the other instance you were involved in, you were perfectly OK==
- (S 3) == If you don't want to get in the paper, keep it in you trousers (laughter)
- (S1) Cheap and pathetic.
- ==Can I – can I come back to
- == Well, I always, put my hands up and say "I did it" and of course I expected it to be in the paper, it's on public records. You really can't get me with that.
- (S 4) Can I ask you a serious question?
- Yeah.
- (S4) I don't accept that what you said about lack of guts of politicians, there is a genuine worry about politicians controlling the press. We've all seen what happened==
- ==Well, why don't worry about politicians controlling the broadcast media?
- (S4) [Humorous gesture to ask Hugh Grant to stop talking. Just let me ask the question now.
- (S1) Put your hand up. (the audience laughs)
- (S4) You decided, our most press decided, they wanted self-regulation.
- (S3) Yeah.
- (S4) That was called the PCC.
- (S3) Yeah, yeah.
- (S4) Talking about gentleman's trousers, well there was nothing there, was there? The PCC has done- the PCC has been a total failure in

regulation the media. Now **if** you want to avoid politicians doing that, **and** I'm very doubtful that being wise – I agree with you, then you've got to have a PCC that actually works, which could say 'You can't have twenty editions in the next three days because you behaved so badly'.

- (S1) Exactly! (?)

- (S4) Exactly. How do we get that?

- (S3) I think that self-regulation largely has worked. I think in this particular case [raising his arm in the direction of the public to keep them quiet]. I think it has.

- Why (?)

- (S3) Nobody is going to condone the hacking of Milly Dowler **and** we all have said that right from the beginning. But **if** we don't have a press that can investigate, It is one of the problems of the 'News of the World' I just want to say 'The news of the world " was a great newspaper in terms of investigations and campaigns that it had. [Pointing with his pen in his fist] I think we would accept that, would we not?

- (S1) We would have to go back a long way. [Drinking water and with his arm bent and his hand on his waist] Laughter

- (S2) Go on, Jon.

- (S3) And my view is, - my view is that yes, we need to (?) the PCC head, baroness Buscombe who actually in charge of, Buscombe would probably agree herself, **because** she was obviously lied to, in that particular case, **but** the idea that we need more regulation and that we need people to tell us that we can or cannot watch or see is ludicrous. () **If** we go down that way, it'll be like France, it'll be like Spain, and we wouldn't have a free press.

- (S1) HG But TV is regulated, especially ==TV that we

- (S3) ==Mark Tomson, the boss of this great institution now has some partial news channels! Those on the left don't want them, **because** they won't be popular. **Why can't we have partial news like ..**

- HG()
- (S3) **Why can't we have Fox News.** If you don't want to watch Fox News, turn over and watch something else! Who are you to tell us who and what we can or cannot be watching! ==()
- ==Who is Murdoch to tell us who and who we shouldn't vote for? (applause)
- Everybody, everybody has said that Murdoch can't win the election, **so** that point is absolutely ridiculous.

Extract 5

Why is Murdoch allowed so much power? 07.07.2011

<http://www.youtube.com/watch?v=pXbD5znXaO8>

Analysis of clause complexes

Key to marking

Independent simple clauses

Clause complexes with parataxis

Clause complexes with hypotaxis

Embedded clauses

Ellipsis

Unfinished sentences

David Dimbleby (S2) chairs the topical debate programme from Basingstoke.

On the panel: the actor Hugh Grant (S4); Employment Minister Chris Grayling (S3); Shadow Foreign Secretary Douglas Alexander (S5); Liberal Democrat peer Baroness Shirley Williams (S4); and the radio presenter and former Sun columnist Jon Gaunt (S6) with an invited audience.

- Q1 In the united States and Australia it would be illegal for anyone to own as much as Rupert Murdoch does. Can we not take these examples in this country?== I mean they are much better than us.
- S2 What do you think of that? It's true, isn't that? He has much higher percentage here than he would in America for instance, than anybody has in America.
- S3 Well, the biggest organisation is, of course, the BBC. (laughter of one member of the panel)
- This is true.
- I mean these are issues
- S2 You were so eloquently putting it (pointing with an arm in Hugh Grant's direction), we're very heavily regulated.
- S4(HG) Yeah, and you're still marvellous! (laughter)
- S3 Actually, you're not regulated by OFCOM, are you, in the same way?
- ()
- S2 OK, go on, Chris
- ()
- Answer this point. This wouldn't be allowed in America.
- S3 It's been studied by the competition authorities quite carefully over the years, the officer of Fair Trading looked at the recommendations to Government , and the current situation has been accepted, (?)
- S2 The woman in the second row at the back, in the middle.
- Q2 With regards to Rupert Murdoch's monopoly, this is the problem we have now, If we've never him the monopoly , if he hadn't had that power, we ==
- S2==What kind of monopoly? You mean he shouldn't have been allowed to

- Q2==His percentage of his owning The Sun, The Times, The News of the World, The other point I was going to point was that Hugh Grant has made a really good point. Between the broadsheets and tabloids there is a huge difference. The tabloids sensationalise everything. And things seem to get blown out of the water. And it doesn't actually relate to facts!
- S2 OK, you don't have to buy them of course.
- Q2They're informing the people of Britain. And if you only read the Sun, that the problem.
- S4 Long ago – long ago I was Minister responsible for monopolies. And it was still the same legislation. A minister has to agree to refer a case to a monopolies commission, nowadays the OFT. In my case I foolishly referred The Observer-Guardian merger. Since that time no minister of either government has referred any mergers of major newspapers, which happened to support them. Only the ones that don't support them. So you've got to take the ministers out of it, there ought to be a law that's automatic. Applause
- S2 OK. The man there, in the blue tie, yes, you, sir, in between the other two men.
- Q3 Millions of people every Sunday used to buy the News of the World. Now there's the story that they managed to get their stories by bribing people. Shouldn't the population of this country look at themselves and say "Why are we buying this trash in the first place?"
- S2 Douglas Alexander
- S5 The information commission's report Hugh's spoken earlier indicated that there was illegality in terms of hacking across almost all of the newspapers ==
- S2 == Do you believe that?
- S5 ==Well, I don't disbelief what, that's why

- == ()
- ==()
- S4 ==When they came to see me from that same information commissioner's office, and they showed me Whittamore's notes on me, I said "What is this, who're they working for?" and the officer said "It looks to me as if he's working for everyone, much of all the British press."
- S6 You don't need to be a rocket scientist to work out that. Just look at the papers, and how they've covered the stories of the last three days. Most of the tabloids have not gone really heavy on it. There is a reason for that. () == They've got to be careful (3.37)
- ==Well, I didn't ask for their reason.
- Applause
- S4 The times () 3.37 very harsh criticism to the News of the World.
- ==HG Finally, finally, three years after the beginning of the scandal
- Douglas, I don't quite understand. You've been lobbying ()3.55 this evening. That's why you're in government. This information commission produced a report when you were in Government. If you've got concerns what was happening around the media, why did you not do something then?
- Listen, Chris. If you were from a judicial inquiry () 4.10 , I will take this point seriously. Not from you [both hands make a gesture in the air of pushing away the previous speaker].
- All right, all right, stop, everybody!

Speaking of details released in 2006 by the information commissioner's office about the buying and selling of people's personal data, a column mentioned the activities of a private investigator, Steven Whittamore. It went on to say that rape victims were among the people whose private phone details had been obtained for sale to the press. The information

commissioner's office notes that it was not in the Whittamore example that evidence about use of rape victims' contact details was found. The piece also gave 2005 as the year the government agreed to add jail sentences to the penalties for illegally obtaining personal information without the owner's consent. In fact, that was – though yet to be put into effect – under the Criminal Justice Act of 2008 (Rejoice at Rupert Murdoch, but the Daily Mail still darkens the horizon, 16 July, page 43). The guardian 19.07.2011 Corrections

Extract 6

Sunday Morning Live

14.08.2011

Should the police use more force? (transcript 20.10min-30.06mins)

<http://www.youtube.com/watch?v=pFezENmGp4A>

Analysis of **cleft sentences** and **logical connectives**

S1 – presenter S2 – Rose S3- Douglas S4 – Terry Christian

S5 – Ian S6 Michael

- S1 Well, if you have a webcam, you can make your point this morning to us on skype, you can also join the conversation on Twitter following all the details on the screen and text or email all the details to us. We welcome to the programme a vicar from Hackney Reverend Halken Wilson is also Chaplain to the speaker of the House of Commons. Very good morning and welcome, Rose,
- S2 Thank you
- S1 Would more pro-acting policing, more force, have calmed things down, shut things down earlier?
- S2 Ah Ah I don't know about force (smiling). **What I do know is that perhaps more police presence would have been helpful (rise) but** clearly, as the police've said themselves, they didn't have the numbers at the time, to put out on the streets. I was in Hackney at

the time when they were lobbing things. There was a thin blue line of police officers **and** I was shattered to see ah the bricks, and the bottles, etcetera being lobbed at people, who are ordinary human beings. (Using hands to reinforce what she is saying) These are people, you know, the police are not an alien force, they are people's husbands, **and** wives, **and** brothers, and fathers, etcetera, etcetera. **And** so they needed reinforcement, they got the reinforcement , **and so** we saw outcome.

- S1 And Douglas, it was flooding the streets with police, wasn't it, that actually brought this to an end? (rise).
- Absolutely. I think there are two things quickly. One is that there've been some people who've gone way over the top of what they think should now happen. I mean we were sitting in Belfast saying that **if** you start putting soldiers on the streets, things can escalate very fast, indeed, **and** I think it's a very bad idea. I think that the second thing that I want to say is that there has been a terrible loss of confidence in the police. By the fact that the large numbers of the members of public have seen police holding back, allowing not just criminality to go on, not just looting to go on, **but also** in some cases members of the public being attacked by those people. **And** the police seeming not to have taken the role of what they should have done to protect the public. There has been a huge loss of confidence this week in the police, **and** it will take a lot of work and effort for the police to get that confidence back.
- S1 Terry, too timid, ==should be more forceful
- S4 ==I kind of, kind of agree with what Douglas has said, you know, certainly there's been a feeling that the police force has been slightly emasculated, possibly **because of** the prosecutions over Ian Tomason's death, you know, he was an innocent harmless man, you know, **and** all the cattle that went on, and everything you know,

killed by the police. But surely, there has got to be a small space somewhere between kind of, you know, harming, an innocent man, and causing his death, you know, and also, than just being spectators, so was that was like you know, axe of loot and criminality. We keep talking about young people, well, I can tell you now here in Manchester, the majority of the people who were arrested and involved in the looting were kind of twenties, thirties, and forties. You know, there were hard and criminal gangs involved. So, you know, there're different causes to each of these riots everywhere. The police were like spectators. Now, they said they didn't have enough numbers on the street, but they did sit back and let it go on. And I can say another thing now. I've been out in Manchester city centre, just, and 've seen people getting beaten up, reported to a policeman in the past, and then they're not interested anyway.

- S1 Ian McDonald, is a former ex –he's a former ex assistant chief constable, at Merseyside police, and you dealt with the talk-stiff riots. Ian, how much force is it possible to use in this situation when the police are unconfident about using the necessary force?
- S5 Well, the police have clear guidelines that they can use, it has to be proportionate, it has to be in response to a situation. I have to say, once a riot is on the way, no one can police it perfectly. What the police need is some power to stop these people from assembling, setting up to commit offences, and then committing the offences.

- S1 So when you hear, when you hear talk of rubber bullets, water cannon and possibly bringing in the army, do you think, 'Yes, that's necessary', or that's completely over the top.
- S5 Well, yes and no, **as far as rubber bullets and water cannons are concerned, our colleagues in Peace service in Northern Ireland will advise us on that, as long as** it's proportionate, that's OK. As far as the army coming in, I've yet haven't seen a situation in the last century, when the army, going in the situation of civil unrest, has brought it to an end.
- S1 Michael Winner, Michael Winner is chairman of the Police Memorial Trust. Is there a danger, Michael Winner, that using more aggression can actually increase aggression?
- S6 Well, you can't increase it much more than what we've seen, eh, in the recent riots. Stringing people from lamp posts. I don't see how that could increase. Ah ah I think **what the public, I include myself, felt in the first couple of days, is that it didn't appear to be, and** I'm not blaming the police officers, **there may've been some lack of management**, there hasn't been enough attempt to stop the rioting. Ah you've got to bring in whatever is necessary: the army, rubber bullets, water cannon, gas, - I don't care what it is! Citizens should not be subjected to this!
- S1 ==But Michael,
- S6 People should not be subjected to this
- S1== But Michael, what
- S6 We all did this softy-softy approach, **this is where it's got us - nowhere**
- S4 Well, we didn't have a softy-softy approach, in the past, you know, certainly what happened in Moss Side. The police went particularly hard on the last night of rioting, and they lost a lot of the support from that community, **because**, you know, some of the

punishments handed out, were unfair! But I think, **what it was, I don't think there were enough police numbers, and all this idea of plastic bullets and water cannons.** Now, face a fact, you cannot afford to cut the police service.

- S6 Of course there should be more police, I quite agree, **and** I think **where they've been restrained, the officers facing these rioters, is they've been restrained, mentally,** by the knowledge that **if** they do anything, political correctness brigade will be charging them with breach of human rights
- S4 No, it's not politically correct you know brigade To , he was an innocent bloke! **So**, you know, that can happen. == Sometimes
- == S2
- S4== has got out of hand, but you know, there has got to be a small space somewhere between that and just acting as a spectator. You know, police in Manchester said they were outnumbered at the time by the rioters, **that's why** they didn't go in.
- S2 They were clearly outnumbered initially. I mean **what I saw in Hackney, there were much more people rioting or throwing bricks, etcetera, than there were police.** Whether they were not expecting such vast numbers to gather so quickly on the street, we're in new times, **and** I think **it is unfair in that context to expect police officers to go into and not only hurt themselves, but injure other people.** There were probably even more spectators in Hackney, than there were police. So the question has got to be asked of the community, and we're asking the police to put their lives on the line. And **I'm wondering why weren't we, the community who were gathered, spectating, watching what was going on, become that thin blue line, as it were, in terms of being the borderline between the police and young people, our young people.**

- S4==because there were big criminal elements involved in these riots, and the locals are scared of them, too. Now, for years they've been confined to those areas, the criminality, the police have turned a blind eye. You know, I've never heard David Cameroon talk about how disgraceful it is.
- S2==because they our people and our children
- S2 ==our community
- S4 == scared of them
- S6 David Cameroon, who's been in office a very long time, is talking about zero tolerance. And of course, he's right. What we've had now, is total tolerance. We've tolerated every nonsense that's going on. The citizens have been pushed aside,
- ==S4 ()
- S6 and I wouldn't accept for one minute that we shouldn't be tougher, and if necessary rougher.
- S4 No one's saying that we shouldn't be tougher, what I'm saying is that's it's been allowed to go on. Of course when it starts affecting London (fall-rise) when it's the Olympics, and it's 'something must be done'. In fact, there've been gangs with guns in the streets, turning areas into no-go zones for years.
- S1 ==Listen
- S6 Of course, something must be done there
- S4 Why wasn't it?
- That's been tolerance beyond belief!
- S3 There's clearly swinging back and forth in the police. You know, we saw the G20 riots, we saw the response of the police with them, when the police failed to stop people storming public buildings in London, then in the anti-tuition fees protests earlier this year, last year, and quite quickly, because this has become a big political tool this week.

- S1 mm
- S3 This issue about the cuts in police numbers. Mm nobody, I think, in an agreement from any political party or anything else wants to see fewer police officers on the street. And Labour, I think, have been behaving quite disgracefully trying to make this political point this week. **What the Coalition's cuts are trying to do, not to cut the numbers of the police on the street, but to cut the number of people sitting at desks writing out reports,** cut the paper work.
- S4 ==You can't
- S3== ()
- S4 == You can't get the convictions without the paperwork.
- S3 You can get more police officers on the street **if** they are freed from paperwork
- S4 == Douglas, you can't get convictions without the paperwork.

Appendix 4. Examples of frame markers and emphasising rhetorical features in the transcripts of extracts.

Frame markers:

a) Sequencing:

- 1) I think there are two things quickly. One is that ... (Ex6)
- 2) I think that the second thing that I want to say (Ex6)
- 3) And I can say another thing now. (Ex6)
- 4) The other point I was going to make (Ex.5)

c) Stating the intention of giving/ demanding information:

- 1) I have to say (Ex6)
- 2) I can tell you now (Ex6)
- 3) the question has got to be asked of the community (Ex6)
- 4) what I'm saying is ... (Ex6)
- 5) I can tell you now, here in Manchester (Ex6)
- 6) Can I just say (Ex1)
- 7) We ask this morning (Ex3)

d) Focussing:

- 1) relating to another point
- 2) I'm following the professor's earlier comments. (Ex1)
- 3) addressing the point whether or not we should be coming out (Ex2)
- 4) Now coming back to your point ...(Ex2)
- 5) With regards to Pakistan, yes, we should be focussing on Pakistan (Ex2)
- 6) I will draw your attention to 1989 when... (Ex2)
- 7) Talking about Hamas killing its own people, I don't believe (Ex3)

e) Insisting on continuing a speech act when interrupted:

- 1) Let me just make my point. (Ex1)

- 2) I just want to give you a little story and I hope you will give me time to say this. (Ex1)
- 3) Can I finish, please? (Ex1)
- 4) if you let me finish (in the middle of an utterance) (Ex1)
- 5) let me finish my point (Ex1)
- 6) Oh, hang on a minute (has an additional meaning of disagreement) (Ex5)

Emphasising rhetorical features

Cleft sentences

1. But what the military do, is provide the space for the economic reconstruction. (Ex.2)
2. What McChrystal did, was to look very carefully ... (Ex.2)
3. It's the Afghan people who will determine success in that country. (Ex.2)
4. That's what they're asking for. (Ex.2)
5. What General McChrystal has done by focusing his entire strategy on protecting the people, is to reduce the number of civilian casualties. (Ex.2)
6. What he was saying was Barack Obama –his plan will only work under certain circumstances.
7. What you need to do, is to stay the long course (ex.2)
8. It's a war in Afghanistan that's destabilising Pakistan (Ex.2)
9. That's where the democracy in Pakistan. (Ex.3)
10. There's one state solution which you believe should be headed towards.
11. That's where moral policies lie. (Ex.3)
12. It's insane to me that the tabloid press has been unregulated for all these years. (Ex.4)

13. There's only one wrong reason why there isn't a regulatory body and that's been the cowardice of politicians up till now, the fear of the press, terror of Murdoch. (Ex.4)
14. What I do know is that perhaps more police presence would have been helpful (Ex.6)
15. What the police need is some power to stop these people from assembling (Ex.6).

Tails.

- 1) Where they've been restrained, the officers facing these rioters, ...
- 2) for years they've been confined to those areas, the criminality, ...

Rhetorical questions.

- 1) If we pull out (...), what're they going to do? (Ex2)
- 2) Now, that wasn't a true democracy in 1947? (Ex3)
- 3) What about the depleted uranium that were used by the Israelis? (Ex3)

Repetition:

1. And therefore, and therefore ... (Ex1)
2. They asked for our support, they need our support and we should continue to give them this support. (Ex2)
3. it's the Afghan people, not British soldiers, or American soldiers, or Estonian soldiers, it's the Afghan people who will determine success (Ex2)
4. McChrystal himself assessed the situation and himself said that the plan was not working. (Ex2)
5. One state, single state for all inhabitants of Palestine Holy land... (Ex3)
6. Who is Murdoch to tell us who and who we shouldn't vote for? (Ex4)

Accumulation:

1. whatever people want to believe in the privacy of their own home, in the privacy of whatever religion they're practising, they're free to do that (Ex.1)
2. They asked for our support, they need our support and we should continue to give them this support. (Ex2)
3. People can sustain themselves, no poverty, no starvation, no hunger, no sickness. (Ex3)
4. There's only one wrong reason why there isn't a regulatory body and that's been the cowardice of politicians up till now, the fear of the press, terror of Murdoch. (Ex4)
5. If we're not careful, if we overregulate the press , we don't have a free press. (Ex4)
6. We regulate broadcast media, we regulate BBC news, sky news, ATN, channel 4, and they are all really good, it's fantastic journalism. (Ex4)
7. He has much higher percentage here than he would in America for instance, than anybody has in America. (Ex5)
8. You've got to bring in whatever is necessary: the army, rubber bullets, water cannon, gas (Ex6)

Appendix 5. Activities for teaching and learning cycle 1

Teaching and learning cycle 1. Riots in Britain

I. Building context.

Exercise 1.

a) Answer the question in pairs: Should the police use force in riots? Find articles related to this topic.

b) You are going to watch an extract from a BBC discussion programme

(<http://www.youtube.com/watch?v=pFezENmGp4A>)

Before watching it, find out what the following words and expressions mean: zero tolerance; to turn a blind eye; to go over the top; loss of confidence in (somebody); to hold back; timid; to have clear guidelines; to set up; to commit an offence; to be restrained.

II. Modelling and deconstruction

Exercise 2.

a) While watching the video extract, note down which arguments are provided by the speakers.

b) Analyse the structure of the extract. Who is responsible for keeping it going? When do the speakers begin to speak? What are the most important elements of the structure of this discussion?

c) Analyse what each of the speakers said:

What is the presenter's role in this discussion? Does she introduce the new speakers? Does she interrupt the speakers? Which questions does she ask? Does she have a neutral position?

Listen to speaker 4. Which effect does 'you know' have on the listener?

How does the speaker use 'but' to express his opinion?

Listen to Speaker 5. This speaker uses special structure to emphasise his idea that 'Police need some power to stop these people from assembling'.

How does he express this idea? (A cleft sentence)

How does the conversation evolve after that? Do speakers interrupt each other? **How do they signal that they want to start speaking?**

Exercise 3

Read the argument and answer the questions below.

S1 Would more pro-acting policing, more force, have calmed things down, shut things down earlier?

S2 Ah I don't know about force (smiling). What I do know is that perhaps more police presence would have been helpful (rise), but clearly, as the police have said themselves, they didn't have the numbers at the time, to put out on the streets. I was in Hackney at the time when they were lobbing things. There was a thin blue line of police officers and I was shattered to see the bricks, and the bottles, etcetera being lobbed at people, who are ordinary human beings. (Using hands to reinforce what she is saying) These are people, you know, the police are not an alien force, they are people's husbands, and wives, and brothers, and fathers, etcetera, etcetera. And so they needed reinforcement, they got the reinforcement, and so we saw outcome.

a) Does Speaker 2 give a direct answer to the question? Why do you think she is smiling when she answers the question? Is it common to smile in a situation like this in your culture?

b) How does Speaker 2 express her attitude (underline the words she uses to describe her feelings).

c) How does Speaker 2 develop her argument that 'more police presence would have been helpful'?

d) Find synonymous expressions in the speech.

e) She uses repetition to reinforce what she is saying. Underline the words that are repeated.

f) Do gestures that she uses help her to sound more convincing? What do you think about using gestures while presenting an argument?

Exercise 4

Intonation awareness exercises:

Intonation may express different attitudes.

Pronounce 'again' in the following sentence differently:

The conservatives won again.

First say it with a narrow fall to express expectedness or lack of interest and then try to say it with a wide fall to convey the meaning of surprise or enthusiasm.

Intonation may be used to show which information is new in a sentence. How will you say the same sentence to show that the new information is 'conservatives'?

Say 'excuse me' with different tones:

You are really sorry and want to apologise (Excuse (fall) me)

Somebody told you something that you don't agree with. Excuse (rise) me (fall)

You didn't hear what another person had said (Excuse me (rise))

Try to read out the speech of Speaker 2 observing pauses and intonation (rises and falls). Put emphasis on the words that are highlighted by the Speaker. Listen to each other and give feedback.

Homework: Prepare to take part in a discussion. You will need to split into two groups of 5-7 people. Each group chooses who is going to lead the discussion.

III. Independent construction of a genre

Exercise 5

Group one: prepare to discuss the following issue: Should the army be used against the rioters? Decide who is going to be for and who is going to be against this. Write your arguments at home. Find relevant articles to read.

Try to use special language structures to emphasise your ideas. The one who is leading the group needs to prepare questions.

Group two: prepare to discuss the following issue: Should more money be spent on the police and less on social services. Decide who is going to be for and who is going to be against this. Write your arguments at home. Find relevant articles to read. Try to use special language structures to emphasise your ideas. The one who is leading the group needs to prepare questions.

You are going to take part in a discussion. Find a partner from another group who is going to give feedback on your performance and whose performance you are going to evaluate as well.

IV. Evaluation

Exercise 6

After you have taken part in the discussions, give feedback on each other's performance. Write in your notebook how you evaluate your own speaking skills. What have you learnt from taking part in this discussion? What are your strengths and weaknesses? What do you want to improve? Do you have a strategy how to do that?

Appendix 6. Activities for Teaching and Learning Cycle 2

Teaching and Learning Cycle 2

REGULATION OF THE PRESS IN THE UK

Your final task will be to prepare arguments for a discussion "To which extent should media be regulated". First you will need to complete exercises below.

I. Building context:

You are going to watch an extract from the BBC discussion programme which was held on 7.07.2011 <http://www.youtube.com/watch?v=krBk31EFTl8&NR=1> -Hugh Grant on regulating the press (Question time, BBC)

Exercise 1

Before you watch:

a) Explain the difference between the broadsheet press and tabloids.

(Student A)

b) Find out what is OFCOM. (Student B)

c) What is PCC? (You can read about Press Complaints Commission on page 12 of the resource pack). (Student C)

d) Who is Milly Dowler? Read about the phone-hacking scandal in the UK <http://www.bbc.co.uk/news/uk-11195407> (Student D)

e) What are Libel Laws? (You can read about them on page 12 of the resource pack) (Student E)

f) Read about Press Laws in the UK on page 11 and explain what is meant by self-regulation of the press in Britain. (Student F)

Match the words on the left with their definitions on the right. A definition for one word is missing; you need to write it yourself.

a) Insane	a) an agreement in an argument in which the people involved reduce their demands or change their opinion in
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	order to agree
b) Intrusion	b) to overlook or forgive (an offence)
c) To compromise	c) responsible for something or someone
d) Cowardice	d) extremely unreasonable
e) Defamation	e) (a noun) when someone goes into a place or situation where they are not wanted or expected to be
f) Slander	f) stupid or unreasonable and deserving to be laughed at
g) Hacking	g) the injuring of a person's good name or reputation
h) Condone	h) to examine a crime, problem, statement, etc. carefully,
i) Genuine	i) A false and malicious statement or report about someone.
j) Edition	j) real
k) Avoid	k) lack of courage in facing danger, pain, or difficulty
l) Investigate	l) to stay away from someone or something, or prevent something from happening or not allow yourself to do something
m) Ludicrous	m) To gain access to (a computer file or network) illegally
n) In charge of	n)

II. Modelling and deconstruction

Exercise 2 While you watch.

Comprehension: watch the extract from the BBC discussion programme and answer the following questions:

1) What are Hugh Grant's suggestions for changing the regulation of the press in the UK?

2) Which counterarguments does Jon Gaunt provide to answer Hugh Grant?

3) Baroness Shirley Williams points out that 'there is a serious worry about politicians controlling the press'. What does she mean?

4) Which additional arguments does Jon Gaunt give to persuade the audience that he is right?

Exercise 3

Watch the video again and pay attention to the ways each of the speakers uses to make their argument sound more convincing.

a) Look at the script and find sentences in the text which mean the following but are expressed differently:

The reason why there isn't a regulatory body is the cowardice of politicians (S1).

We need to use the existing laws. (S3)

b) Do they ask rhetorical questions? **Highlight the rhetorical questions that they ask.**

c) Pay attention to the **body language**. Which **gestures do you find effective**? Which gestures are **counterproductive**?

d) Pay attention to the **intonation**. In the extracts below, mark the words which are most important. This is **information focus** in the sentences.

Mark all the pauses. Which role do they play?

1) I'm not for regulating the proper press, the broadsheet press, but it's insane to me that the tabloid press has been unregulated for all these years.

2) Oh, hang on a minute. We've got laws of defamation, libel and slander, haven't we, I don't think we need to regulate press more.

Which tones does the speaker use to make these words sound stronger?

Practise saying this yourself observing tones and pauses.

Transcript (see extract 4).

<http://www.youtube.com/watch?v=krBk31EFTI8&NR=1>

III. Practice

Exercise 4

Do you think that the press should be regulated? Prepare your own argument about regulation of the press. Think about the structure of your argument. You can use the following words:

There are two (three) points I want to make. The first is And the second is

The main point here is

What I think is really important is / What I think should be done is

Let me tell you a short story

My view is

When responding to other people's arguments you can say

1) I think the first point that I make in reply to what (Robert) has just said is

..

- addressing the point whether or not we should be (doing this)
- I'm following the (professor's)/ my opponent's earlier comments
- as far as (e.g. rubber bullets and water cannons)are/ is concerned
- Now coming back to your point ...

If you are interrupted you can use one of the following expressions:

- 1) Let me just make my point.
- 2) I just want to give you a little story and I hope you will give me time to say this.
- 3) Can I finish, please?
- 4) if you let me finish (in the middle of an utterance)
- 5) let me finish my point
- 6) Oh, hang on a minute (has an additional meaning of disagreement)
- 7) Just let me ask the question now.

4. Think of rhetorical questions that you can ask while making your point.

IV. Independent construction

Exercise 5

Divide into two groups. Choose a host and two different sides (in favour and against).

Discussion topic for group 1: Should journalists be free to write what they want?

Discussion topic for group 2: To which extent should the press be regulated?

Students who are not taking part in a discussion pair up with someone from group 1 or 2 and prepare for shadowing (think of what you could say in this situation)

V. Evaluation

Prepare to write self- and peer assessment reports.

Appendix 7. Activities for Teaching and Learning Cycle 3. Materials for teachers.

PPEPARATION FOR A DISCUSSION

(two 90-minute lessons)

You are going to take part in a discussion about immigration.

To prepare for the discussion you will need:

- **Watch a video of a discussion programme about immigration on the BBC (YouTube+ The Big Questions+ Can immigrants make Britain more moral). Watch 7-10 minutes and analyse the difference between the behaviour of the host and the audience on German and British discussion programmes.**
- **Do discussion practice exercises in pairs (see below)**
- **Brainstorm specific topics that you would like to discuss**
- **Form groups of five or three, choose one person who is going to be a host, one side in favour of a statement and another one against. The host should prepare questions to ask both sides while participants should prepare their arguments.**
- **Put chairs in front of the class and take part in a discussion so that others in class could watch you and give feedback on your performance.**

Watching a video

Find out the meanings of the following words: moral values; oppression; flee; incentives; plug the gaps; miss-out; breeding ground; reactionary;

underestimate; diversity; isolate/ isolation; separate/ separation; turn against something.

Watch **10** minutes of the video:

http://www.youtube.com/watch?v=kHs_LF1xIk4

The Big Questions, Can immigrants make Britain more moral?

Modelling and deconstruction.

Exercise 1.

While you are watching the video:

- Analyse the structure of the discussion. Who is responsible for keeping it going?
- Note down how the host introduces new aspects of the topic. Is he neutral? When does he smile? Why do you think he smiles?
- Pay attention to the turn-taking. Do people from the audience speak only when they are asked?

Why are the arguments structured this way? (Usually the second part of an argument is a statement which contrasts the first part)

- Note down rhetorical questions and cleft sentences (such as 'what is really important is that...')

Practice.

Exercise 2.

- **Intonation** plays a very important role in speaking. Using intonation you may change the focus of information in a sentence, which means that you may draw attention to what you think is especially important.

Work in pairs. You have two different texts to read. **Read out** your part of transcript of the introduction to a BBC discussion. Listen to each other and identify the most important information.

Extract A

This week the House of Lords Committee has said that Britain has gained very little from immigration. There's more to immigration than pounds and pence, there're the moral and family values that immigrants bring. Yesterday Mr Justin Colride said our urban family life is in meltdown. Our first big question: can immigrants make Britain more moral?

Now watch the video of this extract and mark all the pauses and high falls of intonation (put a dot if there is a short pause and three dots if there is a longer pause; highlight the words pronounced stronger Use (a long arrow) if you hear that intonation is falling sharply and (a short arrow) if the intonation is falling a little. Use (a rising arrow) if the intonation is rising. Divide each sentence into chunks of information.

Listen how the extract is divided into chunks. Read out your piece observing pauses and pronouncing some of the words stronger. Student B will listen to you and compare your reading with the way it is pronounced in the recording . Start at 0 min

http://www.youtube.com/watch?v=kHs_LF1xIk4

Extract B

For centuries Britain has become a new home to people fleeing from religious persecution, like the Huguenots, or the Jews, people fleeing from political oppression, like many who have come just to make a better life for themselves and their families. They also brought their religious ideas and moral values which may be just the thing to rescue us from our social problems.

Now watch the video of this extract and mark all the pauses and high falls of intonation (put a dot if there is a short pause and three dots if there is a longer pause; highlight the words pronounced stronger Use (a long arrow) if you hear that intonation is falling sharply and (a short arrow) if the intonation is falling a little. Use (a rising arrow) if the intonation is rising. Divide each sentence into chunks of information.

Listen how the extract is divided into chunks. Read out your piece observing pauses and pronouncing some of the words stronger. Student A will listen to you and compare your reading with the way it is pronounced in the recording . Start at 1 min 28

http://www.youtube.com/watch?v=kHs_LF1xIk4

Exercise 3.

In a discussion you need to make sure you sound convincing. Using rhetorical questions is a way to attract attention to what you are saying. The easiest way to make a question is to use question tags.

a) Make question tags using the following sentences. Say them with the falling intonation to show that you are sure this is right:

E.g. Many immigrants are highly-skilled workers, aren't they?

- The number of employees in Germany will fall by 2025.
- There should be more incentives to attract highly-skilled workers from abroad.
- It will not be possible to plug the gaps by workers from Germany.
- It is necessary to scrap bureaucratic hurdles.
- Germany is missing out every year on the huge potential of highly-qualified workers.
- Foreign students are underestimated as "ideal migrants".
- German universities could better inform graduates about their prospects.

Read out the tag questions that you have made with the rising intonation.

b) Work in pairs. Student A: think of 5 statements that you would like to make about advantages of immigration for a country. You can use question tags to ask rhetorical questions. Choose the relevant beginnings

from the ones below to say them. Listen to your partner who is going to express his/her view in response to what you say:

- I have to say
- I can tell you now
- the question has got to be asked
- what I'm saying is that
- I can tell you now,
- Can I just say
- Let me ask you a question
- I just want to say

Student B: Prepare to respond student's A statements about advantages of immigration. **If you agree**, you may say:

Yes, that's true.

I agree 100 per cent with what you are saying

I fully agree with you

Absolutely!

You are right.

I agree to some extent.

If you agree to some extent or disagree and want to make a contrasting point, start your argument by mentioning what you agree with first, and then make your point. Use the following phrases to start your argument:

You are right in saying that, but

Nobody is denying that

But don't you think that...

Well, my view is ... (if you disagree)

Well, ... (if you disagree)

Swap roles with your partner. Student B: make sentences about the advantages of immigration. Student A – respond.

c) Referring to what other people said:

Use the following phrases to refer to what your partner said in the previous exercise:

- Coming back to your (a student's name) point that ...
- I'm following your (a student's name) earlier comments
- addressing the point ...(whether or not immigration should be encouraged)
- relating to another point
- Talking about(more people coming to European countries)
- With regards to ... (disadvantages of immigration)
- as far as (immigration) is concerned

d) Complete the following statements:

Example: *What is especially important is to provide opportunities for integration.*

- What is especially important is ...
- What should be done is ...
- What is worrying is (that)...
- The point which is really important is (that)
- It is that we need / don't need

e)Read the following extract from an article. Is this written or spoken style? Change the structure of sentences so that they sound more convincing if you want to use them in a discussion. Use the structures from the previous exercise.

German businesses notably depend on well-educated and highly-qualified workers. Many sectors are suffering from a shortage of skilled labour, which will only increase as the population ages.

f)How do people structure their arguments? Read the arguments below and analyse them. Do the speakers express their views straight away or do they provide a starting point?

- You know we've been taught since 2007, since July 2007, that the immigrant community is basically a breeding ground for terrorism. Actually, I think, it's a breeding ground for a fantastic value system.
- Well, at least it's good to be talking about immigration not just in terms of economics, you know, that's what tends to happen. There's another thing, whatever Christina says about the impact, I have to say, I tend to be slightly worried when I have people like the judges talking about that...
- Well, I certainly think that, you know, one has to distinguish between the faith as an ideal and how it is practised within a community, and I'm not the first person to say that, there're obviously reactionary attitudes and I think that these immigrants bringing sort of alien negative values into British society, is a miss-out on the fact that actually what British values are, is an interaction between outside influences and ideas and beliefs that currently prevail.
- Nobody's denying the richness of our society, but it's also true to say that just because we say 'oh, this is your point of view,...

Independent production.

Exercise 4.

Brainstorm topics for discussions. Suggested topics:

- Should Germany promote immigration?
- Is Germany a good host?
- Do immigrants bring radicalism?
- Who is responsible for the integration (the state or the society)?

Homework: form a group of 5 or three, select a topic for a discussion and prepare for discussion. One student should be a host and lead the discussion, while one side is against and another one is in favour. You can also do it as a role play and select roles (e.g. a social worker, a Spanish engineer, etc.). Make a list of vocabulary you think you may need to use for your role. You are expected to prepare arguments but you will need to be flexible during the discussion.

Exercise 5.

Write self- and peer-evaluation reports.

Appendix 8. Letter of consent for the recording of students

Informing students about the research and asking their permission to video record them while they are taking part in discussions.

Dear Friend,

This semester I am trying out new materials developed as a part of my research for the Doctorate in Education degree. As you saw from the first lessons, the materials are aimed at developing discussion skills and raising cultural awareness. This is a new approach, and your feedback on its effectiveness is very important. Part of the research is **video recording of the discussions** in class which is going to be used **for giving you a chance to assess your own performance.** Video recordings will be used for the purposes of the research and teaching only and are not to be used for any other purposes. Your names are not going to be mentioned in research accounts. You are welcome to withdraw from the studies at any stage.

The results of the studies are going to be used for improving the materials for teaching speaking on the English courses for political managers and political scientists. Your participation is the key to success and your contribution is highly valuable. You will be able to read the research account when it is ready.

Anna Makarova (anna-mak@hotmail.co.uk)

I agree / do not agree to take part in the research.

Appendix 9. Criteria for an unstructured self-assessment report

Criteria for self-assessment

- * In general, what is your opinion about your participation in the discussion?**
 - * What were your strengths? What did you do well?**
 - * What were your weaknesses?**
 - * Which strategies for self-improvement do you suggest?**

Appendix 10. Transcripts of students' discussions

Discussion 1

December 1, 2011 Political managers, Group B

Host - Hallo everybody, today we are doing a discussion about "The British army should be used against the citizens or not" and my first guest is Lena who says she is against the use of the army and my second guest is Kira who is .. let's go to you. So, who wants to start

* K. OK, I will start. I think security is em is against ... no (puts her hands to her face) [not clear]. I think the use of army against riots is good for the society because the army could protect the society and I think eh they do not have huge presence to mmm to amm (Pronounces fast) May be they should stand in the background and if .. in case of emergency they could defend and the people amm yeh against the riots and so I think, **this is my first point** I should say that the army against riots is a good [unclear].

* L. OK, but ehh I think the goal of this should be to prevent .. to stop the riots and to prevent violence. And / ehnt/ pause **how will you reach this goal if you just eh get more and more violence** by .. in a (pause) by by bringing the army

* [together]

* K. I don't know. I wouldn't bring the army in, I would ask to stand in line background of the people where riots are but I do not say that eh they have to stand beside the riots and say "oh, if you start to to (to herself oh... (pronounces it in German) to (gesture –raises two arms showing that she doesn't know how to say it) (help from the audience) to punch each other that you have to eh go into this and ehm ehm no I think they would stay in the background and eh in case of emergency as I said before or [not clear send there]

- * L. OK but in that case ahm the army would just be like the police, you say, aand
- * K. Uh-uh
- * L. Amm (pause 3 sec) so and the riots will just keep going on and on and on and won't stop and I think what you should have to do is to amm (pause) bring in some emm eh preventive measures to eh stop the riots. So you won't need any army or police.
- * K. But eh How would you eh (pause) or what or which means did you mean? And the society, eh the people, or the police ahm (pause 1 sec) or no the society ehm wouldn't take them seriously so I think we need (fall) the army because erh if people think "Oh, my god, they didn't do anything against the riots and so if the army would be there, the rioters would be more scared than eh (quieter) if the police were standing there. You know what I mean?
- * L. Eeh, maybe (laughs)
- * K. Laughs
- * Host But what ist the army able to do what the police can't do?
- * K Ehmm They had the eh (pause 1 sec) emm the chance to amm No I think they had a different presence as police (pause, looking a the host) ehm the riots would eh (looks sideways, trying to remember a word in English, says something in German) would be more scared and would be if (in whisper, in despair – in German) ehm yeh the eh the army look more dangerous (looks unsure) and so they the riots will be scared (ich kann ... German)
- * L. Well, I know what you mean,
- * Host Army helps to
- * L. Yeh
- * Host found out
- * L. I don't think that (pause) will work. I think the rioter are OK whether they ehm drop bricks at the police or

- * K Uh
- * Host What's your use the ammunition, they shoot
- * K. (Laughs) No, not that but em (pause) yeh they eh use for example (gesture to show that she is looking for a word) (pause, thinks for a word) the eh (Eh ich habe keine ahnung - German)
- * Host (in German)
- * K. No, they could too, but I think (pause) only by their presence they could eh do a lot of [unclear].
- * L. (Looks at her notes on the desk) Pause
- * Host OK Laughs eh
- * (Teacher) What do you think, may be
- * Oh, I think it would be a very bad idea to use the army against the citizens because in my opinion it's against the Constitution and against the international Law and so it's just not allowed to do it. And it would eh it would be very bad situation for Great Britain because the other countries may put any sanctions to or against Great Britain. Because of this infringement.
- * Teacher: So close the discussion
- * Host Yes, OK so our discussion is finished and thank you very much, good-bye.
- * Both girls smile, K is a bit embarrassed

Discussion 2

Political managers 15 December 2011 Group B

(three people) Dominic, Tobias, Philip

- * **Host** – Tobias – Welcome to this discussion 'Facebook' actually, what was the issue (laughs) actually?
- * Philip – Social networks.

- * **Host** Tobias – Social networks. So, to block social networks in terms of reaction of the riots in the UK this summer, and first of all, what is your opinion, why should the networks be blocked or not? OK, let's move to you, why should the networks be blocked as a reaction of the riots in the UK (speaking quieter).
- * **Dominik** – As we have seen the riots, as we have seen in the news, last days we've seen people on the streets looting (laughs) and bullying policemen (showing a gesture of punching), so we have to ask ourselves 'what can we do'. We have a lot of police in the streets right now, a lot of policemen (thinking), now we have to ask us, ourselves, is it helpful what they are doing right now, and it's not helpful, so we have to do another thing by restoring law and order on our streets and the people are organising themselves by the Internet, by networks. So we have to take part, control of networks like we've seen in China, they are doing it right now, it's absolutely going on. Working great, so I think we have to look at (sighs) forward, in other countries as well they are dealing with problems like this and we have some good examples, like in China, so we should block it.
- * **Host** – You agree on this?
- * **Philip** – Yeh, I agree in this point, I mean the riots are awful thing, what happens, you know but I think this repressive action, you know, when I block something in the Internet, you must look it, we must watch these things in completely different way, because- why? It's why this happens, OK, if you say they're organised in the Internet, Facebook, etcetera, but I think it's it's eh eh it's like eh a solid problem in the society, it is just like a platform, you know, I mean, it's via Internet, then it's on the street, well, it will happen somehow, you know, this argument of you like in China, I mean

China will collapse, I mean eh eh may be soon, may be in ten years
but they will have this democratic eh democratic

- * **Host** deficit
- * **Philip** -Deficit, thank you, and emm, I think it's it's like the free opinion in our country would a big thing like very very ehm ehm, that is, I mean our society is built by free opinion, so when you, when you try to emm [pause]yeh block this somehow, the free opinion, you have more oppression. (rise)
- * **Dominik** – OK, I don't want to block free opinion, the freedom of the speech,
- * Philip – Yeh
- * **Dominik** – You can now go out and speak like we did it the years before when didn't have the Internet, I just want to restore law and order, so we have to do something right now. And the easiest way to to blockade the rioters is to block Facebook, to get it under control, I don't want to block it, I think it's OK to go on Facebook and to give your opinion or anything []
- * **Philip** – So how do you want to block, I mean you have to block some groups, where will you end, what eh.. It's not working (fall) I mean
- * **Dominik** – It's working, of course it's working, we've seen it in China, it's working.
- * Philip – I mean but
- * **Dominik** You can't access YouTube, you can't access all kind of the Internet,
- * **Philip** – But it will
- * **Host** – The content is not in the sense of the government in China, it's so restricted, but would you agree that this is a possibility which we can may be use as well in western states, restrict the network in terms of holding back or delay information in the Internet, so

- * **Philip** – [] because I mean you can't compare China and Europe, I mean we have a completely other, I mean we grow up with this ideal
- * **Dominik** – []
- * **Philip** – with these ideals, you know, and so I think it's impossible to to to do this, I mean to justify this somehow, I mean in China there is more authority regime and you can do like you can make decisions easier than in our parliamentary (showing quotation marks in the air) system, you know, so I think also the society will be on the streets, yeh, and demonstrate against this emm
- * **Dominik** – Yeh, they just demonstrate when they have problem with this. They are rioting, they are looting, they are bulishing
- * **Philip** – It's a form of demonstrating, the problem is I mean deeply social problems because nothing comes from nothing, I mean, there is somehow, something happens in the society, so and I mean they communicate just on the Internet, I think that is a perfect democratic platform to , I mean maybe sometimes the riot is the last chance, I am against it, you know, but may be the government makes a lot of mistakes, **what is the last chance for the people?**
- * **Dominik** [] – First of all we need some law, we can't do anything
- * **Philip** – You must change first, I mean you must, I mean look at the social budgets, you know, I mean there's poor childs, they don't have to eat enough in the school, you must there, you know, there's the serious problem, and like to rock something, repress something. That is you know,
- * **Dominic** – Control something, control the bad guys and the good guys, you know, I don't want to
- * **Host** – What would be actually the improvement? If we go on like this, I mean, to restrict the network, what could be in future

- * **Dominic** – The rioters are organised by the Internet, they are writing 'Oh, Ok. Let's meet there, go for some looting.
- * **Philip** – I see the [] also for example, *when the Internet* doesn't exist, there also all kind of these happenings. I mean there's just ...
- * **Host** – The rioters will find other ways of communication.
- * **Philip** – Of course, when the people frustrated they (moving his hands fast) you know, they will
- * **Dominic** – In China we don't have
- * **Philip** – May be you have it, you don't know because you know there is like a censor, we in the west we don't really know what happens there, because the Internet is blocked. So I mean it's yeh.
- * **Dominic** (laughs) OK
- * **Host** – Yeh, thank you for being with us, and we have to go now for the advertising break, **we see us later**. I hope you can join us all in half an hour, good bye, take care.

Discussion 3

Political managers Group B 18.01.2012 Immigration

Jeff, Samson, Philip, Dominic

- * **Host** (Samson) – Our group is discussing the topic (Looking at the whiteboard) 'Can we have a multicultural society'? So we have the right side Jeff, he is pro, and (looking and pointing at the other side) Philip and Dominic are against. They don't think that we can have a multi-cultural society.
- * **Philip** – Yeh, **should we start**, or.. Ok, first of all (looking at the whiteboard) what's or how we definite multi-cultural, I mean what is the meaning of this words. I think it didn't fit because *you don't have, don't can mix* like for example, I mean German culture, like

Arabic culture, there will be clashes, similar to and the same one culture is better, but I think it doesn't fit so much and so it's more I think you have to join somehow one culture and also you can have your like eh like your traditional things and everything and I mean the language is very important I think this but, yeh, I would say it doesn't work so much. It's more, like separate (showing by gestures) cultures living together but I think there is not meaning in these, yeh, words.

* **Dominic** – In my opinion, of course, we have to ask ourselves if Germany does need a multi-cultural society, so we have the great German society, the great German culture, **so why do we need the Turkish culture as well?** And especially if you have read the book of Sarazin, you will see that a mix of the cultures won't bring us forward, won't bring us to step ahead. So let's stop making multi-cultural society. That's my opinion. (smiling)

* **Host** – So Philip said that a mixture of the cultures doesn't work? And Dominic says the German culture is so strong that foreign cultures weaken it.

* **Jeff** – I disagree with that, because I think in Germany we already have a multi-cultural society, in which every culture lives together peacefully most of the times, and I also think that we can learn from other cultures too, it's a benefit to our culture to learn from other societies and to bring Germany forward and the immigrants are very important for Germany and to bring our economy, yes. I think it's a great benefit to Germany and culture and German people that we have different cultures mixed together, live peaceful with each other, and I think the immigrants will get nearer to the German culture because of the state which tries to bring the German language to them, and German education system brings the

immigrants also nearer to Germany, yeh, I think it's great for Germany.

- * **Host** – Samson – So you think the opposite of their argument that more cultures would strengthen the German culture.
- * **Jeff** - Yes, that's
- * **Philip** - But example that, I mean there is not any more multi-cultural society, that they join kind of German society, I mean it's like the joint, looks like there is 'Leitkultur' somehow, I mean like people are are not pure Germans, but parents are German, I mean it's like they look not losing this traditional but I mean they must join the German culture, the German life, also to be somewhat successful in the society, I think you can't I mean live in how to say like in for example some Arabic states because the system of living completely different like in Germany, so you must join this German or Western type of living to be some more, I mean more accepted than to live in some blocks (gestures) it's not this like, yeh [pause] That's it.
- * **Jeff** – Yes but I think Turkish people already accepted the German Leitkultur, and integrated it into their own cultural way of living. So they already mixed their culture and
- * **Philip** – [] blocks, I mean
- * **Jeff** – No, not always.
- * I think the most people accept the German culture and integrated it in their own way of living, so there was something new, some other culture, some new culture,
- * **Philip** - It's not multi-cultural because multi is a lot of cultures (gestures), you know
- * **Jeff** - You know yes, but German culture is a different culture
- * [talking at the same time]
- * **Philip** – we have another []

- * **Host** Samson – What do you think the future will be?
- * **Jeff** – I think the future of Germany, the cultures will grow more and more together and I think that both sides and create a new culture, a new way of living in Germany which I think is a great benefit to both sides, to the immigrants and to the German people.
- * **Dominic** – I totally disagree with that, five or six-seven groups, immigrants and they are living by side of each other , not together , we have different cultures, like we have an Arabic culture, and may be Korean culture, so they are not mixing like this.
- * **Host** – Samson – What do you think about the mixtures? We have immigrants with Turkish roots and Arabic roots, and German routes, so what do you think will happen?
- * The mixture thing?
- * Yeh
- * **Host** - Which culture ..
- * **Dominic** – actually they are not mixing, in my opinion, I don't see that, so
- * **Host** – patting Philip – He is the best example.
- * May be we'll have one or two.
- * **Host** All right, thank you.

Discussion 4

Political managers Group B Immigration Florian, Lena, Alissa, Laura, Jorg

- * **Host** (Florian) Hello everybody, today we're going to discuss the topic "Should Germany promote immigration" and at first I want to hear the pro-side on the left .
- * **Alissa** -Shall I start? OK. I think it's probably most important that we have a lot of immigrants German people immigration roots, so I think it's a problem that they can live in this country and that they

because they are to go the kindergarten, to school, they of course have to go to work, and if they just get to this circle and just communicate with each other and they can just live in their country because it's not good immigration, they just simply speak their language and have their cultural background and don't integrate .

- * **Host** - That's right, but should Germany even pay more and more money for integration?
- * **Lena** – No, I don't think so Alissa has just said it, it is important that the immigrants should integrate into society and I agree with that but eh I think Germany already does enough to to give the opportunity but most or a lot of immigrants do not take these opportunities and they reject to integrate, they want to stay in their culture and in their groups, they don't really want to become German.
- * **Alissa** – Can I say something against it?
- * **Host** – Yes of course
- * **Alissa** – I just want to say you have to see this background, are you in a family, may be you have Turkish parents and then they say 'Well you say you want to be German, and you love the language, you separate yourself from us and we won't support you anymore, you'll lose your family. So there is this conflict between 'I'm a German, I want to be with my German friends, and live the German culture, on the other side they have their family, their roots, their origins and so there is this conflict, they don't know what to do, so I think it's very important that the German politicians go to this point and tell even the parent that it's good to integrate, that they see the advantages of such integration.
- * **Lena** – This is the conflict that I've just mentioned that the parents say that 'we don't want you to integrate'.

- * **Alissa** – Yes but there is nothing they do that it will never end.
- * **Lena** But they do something.
- * **Jorg** – They are doing a lot because the Federal ministry for integration is doing a lot for immigration, for promoting immigration, for example there are a lot of programmes, we have a lot of sport courses, so the participants can take part in these courses so to improve. To improve their integration in Germany.
- * **Alissa** – Yes but they do these things but not go to the roots.
- * **Jorg** – what can they do more than offering these courses, projects in Germany
- * **Alissa** – I think it has to start in mind. When you change the people's mind then you can have these course but if the people say 'well, there are course but I don't need it'
- * **Lena** – [] they change the people's minds?
- * **Alissa** – To make them, to show them what are kind of advantages for them. I mentioned it before initiated on television channel The campaign "Sag dass auf Deutsch" – "Say it in German". So if you know , if you are able to speak German, you have job, you have money, you are integrated but you don't have to lose your roots. And you can see this with celebrities on television, they succeeded in combining these two elements
- * **Lena**- But the they are not general German immigrant working people.
- * No but there are rules
- * **Host** - OK , Kira, can I ask you another thing. If Germany promotes immigration, doesn't that mean that they promote foreign religions too, like Islam?
- * **Kira** – Mm I think that this point is really important to speak about immigration because I think it about religion because you can't change the people's minds because they have a different religion

and from that point they they would never break out from their cage. They have their own cage where they live with their religion, and their friends and I don't think they are yeh will ever good integrate because they will never change their mind. Because they have different religion and this aspect don't match.

- * **Alissa** – No, they can (fall) match. I'm not sure. I know some Turkish persons and if they go to school, if their religion says it's not OK, and they go to church, but and they eat their typical food, and speak their own language, but on the other hand side they are Germans, they know how to behave here, they know how to say these normal things like to say hello, I think it's not problem to combine it. But well what you say you are not allowed to live your religion but you have to integrate.
- * **Host** – Jorg, what do you think as a sign your own religious sign like covering hairs with sheets like many Turkish women do, do you think you can combine that with a good job?
- * **Jorg** - In Germany we live with the German culture of understanding each other , of behaving very open, and it's not fit in our society that people... We have a religious freedom, everybody can have his or her religion of its own, but it's not OK in our opinion that people can wear these sheets or covering the whole bodies from bottom to head and especially in job, it's the people have to be open and it's not necessary that religion and job are the other sides, that's important.
- * **Alissa** – If you are an open person you can
- * **Jorg** [speaking at the same time]
- * **Alissa** but you can just cover your head. I'm not smarter
- * **Jorg** – Is it OK for Muslim to come to a class and to have religious signs on the body for example a sheet on the head?

- * **Alissa** -Yeh, if he or she is able to speak German brilliant, not like that 'I can say one or two words',
- * **Jorg** – Yeh German culture that we are doing here in Germany?
- * **Alissa** - No but that's nothing to do with cultural [] I think there is the conflict is say 'Well, they are immigrants but they are totally German, really totally: food, festivals, the outer appearance, everything like that, even persons here who are not German but have dark hair, not this typical blue-eyed and blonde person, I think there is not, there is not a conflict (rise-fall). I mean they can be smart and covered with friendly have a sheet on her head, I can't see the conflict there. And well, when you say 'it's not correct' then you are totally against immigrants, you cannot say to them
- * **Jorg** – No
- * If you want to be German you have
- * **Jorg** – This discussion is about if need to promote more immigration. So.
- * **Alissa** – But you don't want to have the persons with the sheet on their hair? And on the other hand side you don't want to support them. There's (using fingers to show different sides of the question). Then you don't want to have them in the country (hands apart)
- * **Jorg** (not loudly) That's not the , that's not the focus point. The question (Points his finger in the direction of Alissa) – what was the question?
- * **Host** – The question was
- * **Jorg** – you want to ask me the question
- * **Host** But another thing is that (pause) people who who come to Germany they can be selected. So are you for this selection of the people who come to Germany? For example you can, they just want to have the highly skilled workers, not the stupid ones.

- * We don't want to use them when they are guest workers.
- * **Lena** – There are a lot of concerns to speak against having more immigrants in Germany, for example (pause) that they are mostly not highly-skilled workers but just eh (teacher) labourers) that they take the jobs from the German unemployed population. For example if we take the density when you compare the size of the country to the number of the people living in it and so **why there should there be more and more and more immigrants and why should we risk our resources ?**
- * **Alissa** – But the question is not 'why there should be more and more immigrants, but the question is there are immigrants
- * **Lena** – The question was , Florian said, should we promote integration, like you said, immigration, so getting more immigrants.
- * **Alissa** – Yeh but we have a lot of immigrants who are here now, we have to handle this.
- * **Host** – Sorry, we're running out of time.

Discussion 5

Political scientists 8.12.12 Regulation of the press

Host (Heiko), Yanic, Anne, Anna, Nikolas, Nadia, Nina

- * **Host**. Welcome everybody, there is a discussion in the UK [about the regulation of the press. The main question is "Should journalists be free] to write what they think is appropriate or not." Eh (looking at his notes) some call for instruments to get more **control [about** this, the others see fundamental democratic rights in danger. **So** let's talk about this. Please (Raising arm in the direction of one of the speakers).
- * **Anna**. I think it's obvious basically that self-regulation has failed. There's too large concentration of power in newspaper industry. You cannot let the beast control the beast.

- * **Nadia** - Yes, we have to ask ourselves: Why the PCC doesn't work out. (Looking at her notes) And we have to face the fact that a newspaper publisher are the pay masters of this self- regulation system. **So** it's obvious that it can't regard, we need an independent institution to control the media.
- * **Yanik** But be that one standards like China or **something like that?** We live in democratic system. **And** that's absolutely not OK to regulate the press.
- * **Anne** (First looking at her notes and then starting to speak without looking) I think the freedom of the press is important **but** it shouldn't be more important than the human rights. (Quieter) No human should be harmed by the media, by the press, so I think should be laws which yeh, save the human rights.
- * **Janik** - Well, **I totally agree with that , no human rights should be eh harmed.** **But** there are some differences between the cases. **So** may be you are right and something like the hacking that came up when private persons wrote and we totally agree with that (looking at another student in the same group) but if you would hack eh a political enemy or may be
- * **Anne** (opponent) **But** why should anyway, it's not part of the press, There should be
- * **Anna** [not clear] we came like double standards.
- * **Nadia** - bring up such example
- * **Anne** Yes There are hacking of political enemy
- * **Nikolas** -No, I just want to say that **if** there would be the case where may be a terrorist in a country would be faced because of their hacking or something like that by the state, so the state did it and order that it is a terrorist, it could defend the country for the terrorist
- * [unclear] that's not the media

- * **Yannik** -What we want to say is that we don't import any illegal [].
- * **Host** I think we don't, **we didn't have your opinion** (to a student that has been silent all this time) right?
- * **Nina** Yeh. Eh, well we just said we are not in favour of the hacking, not at all, **but** it is also human right to be able to say what you think. **And** it's the essence of free society and of the democracy (quieter) and yeh also very [unclear]
- * **Anna** I think isn't it your own right and to hurt somebody else's right it's well. I don't know, if it's – it is in the German Constitution (louder). It's not OK to hurt somebody's rights. Only if you want to say about – what do you think?
- * **Nina** Like Yannik said there are countries where freedom of journalism doesn't even exist., like China, like the Arabian countries.
- * **Yannik**. Yeh. Also
- * **Nina** Big problem there, there's no one to control politics, for example,
- * **Nadia** - **Yes**, **but** you don't want politics to control the media, we just want to have independent constitution to control the media, not the state.
- * **Anna** Other
- * **[Nina]** (speaking at the same time) .. itself to control media and politicians.
- * **Janik** -I didn't understand what you mean **but** to have libel (pronounces incorrectly) laws that forbid to if you harm or defamation of somebody, so
- * **Anna** – **But** often it's too
- * **Yannik** [unclear]
- * **Anna**- difficult for individual to fight with newspaper corporation.
- * **Host** (gestures, laughter) **let him finish his point.**
- * **Yannik** That's ridiculous!

- * **Host** – raises his arm to invite the speaker to finish his point
- * **Yannik** -If you feel that somebody defamates you, you can incriminate him and you get money for that, and he has to take it out of press. So I think the libel laws are enough. And may be for you it's too complicated but if you read it, then you may understand it.
- * **Anna** – like I just said, it's often too difficult (with expression) financially for an individual to fight the newspaper , it's a really long and financially hard fight, so not everybody can do it.
- * **Host** []
- * Yeh, it's powers, it is not an equal fight.
- * **Yannik**- Never hear about that case. **Do you have an example for me?**
- * **Anna**- What? Individual? That doesn't have that much money, can't really go through it, eh, costly, promises with the law
- * **Yannik** – I think no normal individual would get hurt by the press,
- * **Anna** – What about parents of Millie something Dowler?
- * **Yannik** - Talk about the hacking, we really say that we are taking because it's illegal, so it's ridiculous, that example.
- * But it happened, and the press did it, and it's not a ridiculous example, that's why we have this discussion
- * **Host**- The question is if it's enough to be against. So, is it convincing for you? (asking Anna)
- * **Anna** -What, to be against
- * **Host** – His point is, he says that he's against hacking and the existing laws are enough to regulate the case, so this is
- * **Anna** – But eh I don't think those laws are enough, obviously, they weren't. Because the hacking happened anyway,
- * **Yannik** – Yeh, also murdering is forbidden but there happens someone is murdered, so what shall we do? There are existing laws,

if we get these people, we can bring them to court, but what shall we do more than (raises arms wide)

- * **Anna** [] in. Somehow the journalists have the feeling that they are allowed to do these things. Instead they are that they feel that they are authorised to violate people's rights, people's individual rights. And this is catastrophic,
- * **Host** Gesturing between two sides Yes
- * **Nicolas** - Now [] the case of the PCC Depends on how is told the case of the people to see and you already said the PCC isn't strong enough and for your opinion, and that's why we think that should only strengthen the PCC in their acting and they that should do more and self-regulating instead of
- * **Nadia** – This institute is funded by the media for the media. By the media, for the media.
- * **Nicolas** – Yes, because the press has self- regulating , it shouldn't be regulated by the state, that's what we're saying, because if it's regulated
- * **Nadia** Nobody should be like them
- * [several students speaking]
- * Janic -There are laws
- * **Anna** They have failed so
- * **Host** – Your further arguments from you may be (raising arm in the direction of 'against regulation' party)
- * Where did the laws fail?
- * **Anna** – This constitution thing. I think there should be an institution independent from the state ... We cannot let the media regulate themselves, obviously it doesn't work and strengthening the PCC just means strengthening the media themselves. Really nonsense.

- * **Yannik** – Well also the hacking case is a good example that the law was working because OK Murdoch couldn't hide it, it gets to the public, so "The News of the World" was closed, so it worked!
- * Pause 3 sec
- * **Anna** Well, we are basically more for regulating the tabloid press, not the ..
- * **Yannik** – But we are talking about journalism
- * **Host** (looking at his notes) Yes
- * [Anna and Yannic speaking together]
- * **Anna** – but what basically happens the tabloid press mainly regulates this actual rights. So we are mainly talking about tabloid journalists, in this discussion.
- * **Nicolas** PCC also works on the tabloid. This paper they always said that "News of the World" was closed before the scandal.
- * **Nadia** – after the scandal.
- * Before scandal it can't close
- * **Anna** - They shouldn't really wait until something like this happens.
- * **Yannik** – Oh, they should close it before something has happened?
- * **Anna** - No
- * **Yannik** – So but that were your words
- * **Host** (to Yannik) OK, pardon (to Anna's side) What are your suggestions to differ between tabloid press and all the other journalists by the law, what are they? What are the possibilities of the law to differentiate?
- * **Anna** Well, to differentiate between
- * **Host** – Do you have any ideas for giving this regulate [] on its own?
- * Pause
- * **Anna** Well, it's that there are, that there's better journalism and there's worse journalism. I mean it's obvious that there is
- * **Yannik** Oh

- * **Anna** – BBC and the Guardian, they they are real journalists, they don't apply illegal methods to to gain their information.
- * **Host** (to Yannik's side) Any opinions here?
- * **Nicolas** – I would actually like to come back to the point and the question because I think because that kind of deals with the two and like you said we cannot close the newspaper before the crime happened and what if journalists interfere into persons' private privacy, after that he was fired. So that was his ... (a gesture to show he can't remember a word he needs English) **strafe (Germ) punishment.**
- * **Yannik** – And you haven't met human rights, so you can't punish someone who hasn't done something. You have to wait (showing quotes by hands) before you do something to punish them.
- * **Host** – Please say something to the point that regulation of the press and the press itself is the same
- * Pause
- * **Yannik** – I think it's absolutely OK because the press has to be free. So the only opportunity to regulate the press and let it be free is to be regulated by the press.
- * Pause
- * **Anna** – But we can just let it altogether .
- * **Nadia** –Yes, it has to be separated and we think of course there have to be a free press but we can't have a free press that is regulated by an independent institution because it's not really fair if newspapers, use free speech as justification for every story. It can be harmful for person and we think that the individual rights are more important than the free press.
- * **Nicolas** – The free press is not regulated press.
- * [speaking together]

- * **Yannic** My opinion the free press is actually very dependent on mode of regulating the press. So there's only free press if you don't regulate it.
- * But in the press
- * **Nicolas** -Like we already had in the PCC
- * **Anne** – But at the moment the press is so powerful that nobody is going to say something against it.
- * **Janic** And that's why we want the PCC
- * **Anne** Yeh but that won't work out if the press regulates itself. We need somebody who isn't in the media, somebody who (says something in German in a low voice).
- * **Anna** Somebody who is not afraid of
- * **Host** – what are you talking about
- * **Anna** An independent institution that is state funded, not media funded, because the people that work for the PCC are afraid to lose their jobs , they think eh no, if they do something against the media that would really harm the media. Because of course you cannot really do something effective against your own employer, so, this is obvious.
- * **Host** – So you call for new laws that are for institution for the existing laws
- * Yes
- * **Host** –OK. (To in favour of the PCC side) what is the problem with you, we have existing laws what's the problem observed if it were fulfilled what they say.
- * **Yannik** – because we have already the laws
- * **Anna** – but we need an institution that the media
- * **Yannik** – we agree on the point that we both think press is free press is important and do you and we have to fight the whole (Looking for a word) that an individual cases of

- * **Host** – abuse, abusing
- * This freedom of press
- * **Yannik** – there are just some individual cases, that what we have to fight
- * **Anna** – I think we are not agreeing on the form of the institution because I want something different, I want an institution that is independent from the media and the political politicians.
- * **Janic** Then we can't go on. I think so.
- * **Host** OK (laughter) I understand your arguments at that point. **I'll end this discussion**, thank you everybody, and I think we'll have another group.

Discussion 6

Political scientists 8 dec Group 2 Control of the press

Klaas, Tom, Rebecca, Lisa, Stefan, Benedict

- * **Host** – Discussion of the topic printed press is controlled by too few groups, concerns and corporations. (Reading from his notes) This subject is very important and actual also regarding the scandal of Rupert Murdoch in the UK. So this team has to take part in public discussion, because of that let us start what our guests think about it and first of all I want to ask this side eh what is your opinion **with regards to** our topic.
- * Kl. (Laughs) **Well**, what we think is that, if you look who sells the most daily newspapers, its actually 'Bild Zeitung' sells three times the amount of newspapers that the other three big one 'Suddeutsche', [] and 'Frankfurter Allgemeine Zeitung' sells together. So they sell a million at Bildzeitung this [German] actually newspapers per day and together it's three times and what you see there is clear that the market is controlled by very few and

on the one hand side the very big “a German name” company and on the other hand there are other smaller but they are also together, two big []. We think that the market should be more diversified.

- * **Host**- OK now it would be very interesting to hear the opposite side, so what is your point of view concerning our subject.
- * Reb. – Well we personally think that more regulation of the press is a huge mistake because eh we have the PCC and we think it’s enough for now because the PCC has sanctions and yeh, it’s enough for the UK [pause] yeh
- * **Host** – I also **want to take you part in the discussion** and can you please support our prospective or your thinking in terms of our [not clear]
- * Stef – (reading from his notes) I think it is important that the printed press is controlled by not a few groups but many groups because so, like it is at the moment when few people decide what many people read. And that is not what we want.
- * Pause
- * **Host** – OK do you totally agree with his position?
- * Lisa – I would like to say that everybody can decide on its own what he or she wants to read. There’s nobody who tells you ‘OK, you have to read this tabloid, or you have to read this magazine’. You can decide on your own, so it’s the reader who can regulate the press, we needn’t we don’t need to have a company to do that.
- * Klaas – I think what is, we’re actually not opposite each other, **our point is that we** not want to regulate the press, well to make sure that there’s more diversity in the market . **What we actually want is change of thinking of people** and we think we at very very difficult position that what as he said like four big companies control – in Germany – and **well if** you go to TV market there’s only the public

the "öffentlichen" and well there are two big other media company, this is the 'German name' group and on the other hand 'A German name'. Eh well, we think it would be a very nice addition to the market if other companies could make different ideas amm well try to establish them, those few (fall) newspapers are can't be used and that's what we wish to to to change. We're not in... when we say try to regulate it. That's not our point.

- * Host – And you (pointing to a student who didn't give his opinion yet) Yes, understand, he is proposes solutions for the problem or do you think it's not the right way.
- * Tom- Eh, yes, well so I would say that our organisation PCC have founded by in 1950s and the basic facts of our organisation is some code of practice. And eh eh (pause)
- * Lisa – I think I understand your point and you, what you mean is that (laughs) that in Germany we have only some big concerns which print the press. He wants to have more more press in Germany, is it right? (to Klaas)
- * Klaas - Yes
- * Lisa - But I want to ask you- you are free to write your own magazine and you can sell it, so what's your problem, I don't understand the point.
- * Klaas – I think what's the big problem is that you have a lack of choice. And a lack of quality choice. Because to build up a newspaper is not very easy, we can say I write some articles to get a new newspaper, that's a lot of money
- * Benedict – We have some companies who who For example take the Bildzeitung. If the Bildzeitung makes the headline in the morning edition it's talking point of the day for politicians and for almost the whole country. So can almost say that one big company makes the politics taken in a certain way and that's really big

problem when just a few people can control that much power. Of course you can read whatever you want but you can't really change that much 12 million people read the Bildzeitung every day and debate what some people may not even know. So you have this very similar point of view but in different packages and that's what I think Klaas means when he says there's no choice. There might be some different newspapers but they're all going in the same direction, they are all sort of pushed by the Bildzeitung to go in a certain direction because if you go against these big newspapers, there's a politician for example, you're almost ruined, you can't do anything because there will be articles against you and this is I think our main problem. With how the media (quieter) [unclear]/

-Rebecca – So you are in favour of greater variety of groups and press

* Yes

* Yeh

* Host – And how do you want to create this greater variety of press and yes. They propose rebuild this lack of choice.

* Lisa- We don't want to have (laughs) more press, we think it's OK, it's fine like this.

* Benedict – It's OK that the Bildzeitung makes the politics of the day?

* Lisa – Yes, who are you to say that it's not (fall) OK?

* Laughter, applause

* Lisa - So many people reading this newspaper and you can't

* Benedict - What happened last this year with Gutenberg. Some people decide he was the our new politician, everything that we ever wanted from somebody, this person has not really done anything good. The Bundesreform is catastrophical, other internet activists, new media (fall-rise) exactly what we want, found out that he cheated on his Doctorate and we see that some of these

people they are getting pushed in the front by these few groups but not really what we think they are and actually they are very harmful for our country. So **who am I to say that some things are not that good** for many people. I think the viewship alone is getting by these people and they are not getting the choice **because** actually they are easiest form of entertainment – reading Bildzeitung and we need more diversity and we need more people to branch out . And we get this by loosening up the media market.

- * Lisa - **Well** I think that well **you are right** and the Gutenberg affair but if like if you might see that OK he was (showing a gesture that she can't find a word) [] **but** you see that now he is also brought down by the press.
- * Benedict – No no not by the press **but** by the Internet activists who actually found out more
- * Lisa (speaking at the same time)
- * Benedict No investigative journalism **because** investigative journalism as it was in the past is now dead, nobody is investigating **because** everybody is too afraid to find something out and it's not anymore, it's cheap entertainment right now. It's more important who is than who cheated in their Doctorate. So **I think that's** a big problem **which** we have right now in our press when too few players are in the market.
- * **Host** – to Tom: I want to ask you, can you understand his point or
- * Tom – So sorry I don't understand their issues, I come from Check Republic, I don't understand Gutenberg,
- * **Host** – OK **let's get back to our original subject** , may be you can make a final statement. On your side and on your side, so you can conclude our discussion.
- * Stefan – I guess we have the same opinion that there should a diversity of many tabloids or serious papers but **the question is how**

we achieve that. And there are several opinions and ours is that (looking at his notes) you have to support local companies.

- * **Host** – And your final statement
- * Rebecca – Well actually **we think that** it's fine as it's today and that we don't really see why there should be greater yeh – diversity **because** there so many newspapers, so many opinions in Germany and the UK and we think
- * Lisa - I think we should decide and you should decide.
- * **Host** – So this was our moral on the topic 'Printed press is controlled by too few groups'. Thank you our guests and see you next time.

*

Discussion 7

Political Scientists 25 January Group 2 (Benedikt host) Advantages and disadvantages of multi-cultural society, Benedict, Moritz, Philip, Heiko, Klaas

- * **Host** Benedikt ... about advantages and disadvantages of a multicultural society. We have two people who will talk about the advantages (pointing in the direction of the first group) sitting on my right and two people who are more sceptical about the process on my left and let's get started, Moritz, what do you have to say?
- * **Moritz** – Yes, my opinion to this is that the multi-cultural society is not, can be any longer, it's a fact, so what you are talking about, multi-cultural society possible, it is our reality, and which is our society, and our own culture, there are examples, positively examples for the influence of the foreign culture, think about the Turkish film-maker, Fatia Akum, all influence we enjoy today, music and food, arts and religious influences, which is our own cultural

behaviour, and I think it's absolute positive thing to have a multi-cultural society.

* **Host** – So Moritz says that he likes the cultural aspect, what do you think about it?

* **Philip** - We are more sceptical regarding theme of immigration, we are of the opinion, that there are many aspects which showed that immigration doesn't really work, for example there are many statistics who show that there is a greater poverty after immigration as people occupy low income employment and wages are low and they are more affected by downturns in economy. (Looking at his notes) Moreover, there are more educational costs and an increased danger of terrorism, for example it put big threats on the society and you have to consider these points too, I think.

* **Host** – OK, Klaas

* **Klaas** – I think this is not something that really form multi-cultural society of the German state which hasn't really made any effort to conclude –to include those migrants in a better way more efficiently and who – let's say who can't ignore that Germany, people are immigrating to, and so the German state failed, this is a fault of the state, not the fault of immigration or multi-cultural society.

* **Moritz** -So it's absolutely clear that both, government and immigrants, must work harder on the integration. So it's not the fault of German state, to want their citizens to be good Germans, but Germany also needs to be a better host. So the jobs available to Germans and children with immigrant backgrounds three times than the national average, this is, like my colleague said, the fault of the state, and not of the immigrants, and not of the multi-cultural society.

- * **Heiko** – Yes, I can see your point, **replying to the first point** that we can't say that there is no multi-cultural society in Germany, so actually, so of course, there is multi-culturalism, but we have to talk about if it is a positive way, or are there any aspects which are wrong.
- * **Klaas** - It can't be in a positive way because the state ignored it for a long time and didn't make any efforts to get those children of immigrants the education. They have a trouble to integrate first. The German state is lacking the educated system that provides opportunities for those immigrants and so it's not a fair chance. They haven't got a fair chance.
- * **Heiko** – Sorry (laughs) Sometimes immigrants don't want to integrate themselves into society, so of course there might be the fact that sometimes it's not possible for them to integrate, a negative aspect of German society that they don't let them integrate into German society, but we only have to look at these immigrants and some immigrants don't want to integrate themselves to the local community, so sometimes locals, or the Germans feel like foreigners in their own country (rise fall). So we
- * **Moritz** – **What do you talking about**, we are talking about immigration, is it about living a serious life in Germany, or is it about looking at assimilated Germans? So is it integration?
- * **Heiko** – So we are talking about di multi-culturalism, so there should be lots of eh eh so we are talking about different people from different countries which are not assimilated. So that's not the topic, we are talking about multi-culturalism that failed in Germany. Lots of people from other countries live here in Germany but they are living in groups with people from their own social background from their own country. So they are living not in a multi-culturalal

society, they are living in their own social society next to the German society/

- * **Klaas** – What is your solution? What do you want?
- * So we are talking about doubling the effort of the state to integrate those immigrants and to make sure they are well they are
- * **Philip** – [I think not]
- * **Klaas** – [But it sounds like]
- * **Philip** – Yeh
- * [talking at the same time]
- * **Philip** - ..very much effort eh immigrants and want to integrate people in a good way but many times the integration of immigrants (looking at his notes) doesn't work because most people going abroad didn't learn the language before and also I think they have too big expectations of their new life, when they see that it's going how they wanted it to be eh, it's also can become oppressive and violent and are not good aspects.
- * **Klaas** – What are you solutions?
- * **Philip** - Yeh, may there must be a criteria-based system of integration that could be introduced for example
- * **Klaas** – What do you do if people have already been here?
- * **Philip** – Yeh, I think there are many, there are many programmes which care about these persons, for example in Australia, in Canada, oder or in Japan there are criteria-based systems introduced []
- * **Moritz** – Selective system? That is kind of selective immigration.
- * **Philip** – It's kind of selective immigration. Yes, that's right.
- * **Klaas** - If they are already here, if you say multi-cultural failed, what will you do with criteria-based system? It's like
- * **Moritz** – That's not the point that we talking about multi-cultural society , we are talking about overburden to society. Norwegians

and French people are OK, Turks and Arabs are not. This no matter of protection our own culture, this is just racism.

* **Heiko** – Oh, we didn't want to say that. So Philip was talking about a criteria-based system, so once again, **referring to the fact that eh lots of eh immigrants are , they are not integrated,** they commit more crimes than people from Germany, the rate is higher there, **you can't say that's it's not, can you,**

* Klaas – [] solution

* **Heiko** – Criteria-based system , Philip was talking about it, and it doesn't make a difference between people from Turkey or or France, or I don't know, so this is not racism, this is just yeh- they have to really concentrate on the fact that emm we don't need a emm a society here in Germany which is eh eh which is lots of different cultures and living next to each other.

* **Moritz** – Nevertheless, what this whole discussion may provide [quist] on the mills of radical forces in Germany.

* Pause

* **Host** - we now have

* Moritz – []

* **Host** – Yes, no no I just wanted to say that we now have you are for the economic and cultural keeping of so that people can keep their own life style and may be integrate a little bit into society, these two people on my left, they want more also the economic and cultural integration in our society, so both of you want the economic integration into Germany, you both want migrants to be successful here, right?

* Yes

* **Host** – Then we don't have a problem. But you are looking at the fact that some people

- * **Klaas** – We recognise that there is a problem with multiculturalism as it was handled in Germany, we recognise that, and we're offering a solution that the state is at least doubling its effort to integrate these people to provide education for their children. Well, we don't have a problem with new immigrants but if we have a problem about those immigrants being the fourth generation and still not speaking proper German. Our wish is that the state as it has failed as someone who should have well, let's say, **kind of** support, we should now double his effort and they .. future problem (raising arms) if you are offering no solution.
- * **Heiko** - Yeh, you've just said before our discussion that that **mm it's not only the state who has to make efforts to integrate people** but also the people. You've just said it
- * []
- * **Moritz** – **Could we ever ask for their cultures, for the culture of the people come here, stay here in Germany?** So our opinion is, your opinion is that it's their part to ask about our culture. How to behave here in Germany, what can I do to be convenience with this kind of behaviour.
- * **Philip** – We are totally against
- * **Moritz** – Integration?
- * **Philip** - Immigration, we are in of the opinion that it has to be some standards which protect further the immigrants which come to other countries to have a better life. We agree with **Klaas'** point that there are some difficulties in the state that the state have to prevent, education and other things, but **it's not correct to say that we are racists** or things like that, because other countries practise it like we think.
- * **Klaas** – The point is that
- * **Philip** -

- * Klaas – [] system, we might do that, this is not the point I think,
- * Host Benedikt – You both agree
- * Klaas – **Don't interrupt me!** That it already happened and you need perhaps solution and your solution is we should throw them out of the country, this is not
- * []
- * Host I think
- * Klaas – What's your solution?
- * Host You think there needs to be an effort on both sides of the issue and I think what you are saying, there is a difference, there should be more effort from the state and from the people to integrate into society and I think we can all agree on that, right?

Discussion 8

Political Scientists 25.01.12

-Host (Nadia) – Hello ladies and gentlemen and welcome to our discussion today. Today I've got a question to introduce, we have very interesting guests, and they are going to discuss about the topic "Does immigration have advantages" for our country. For this we invited guests who are against (pointing to the right) and who are in favour (pointing to the left) immigration. So let's start. Could you please point out your opinion towards this topic.

-Rebecca Yes, we absolutely think that immigration is worth it, to talk about it. Yeh and to establish a system a migration system that really limits [] the we have with migration right now, and so we can talk about it in a more positive way.

- Ester (In a low voice) Immigration also incentivate the the language skills and the understanding of the people and cultures. So why immigrants need to go to other country.

- **Host** – So you think it's very good, cultural aspect
- **Ester** – It's exchange
- **Rebecca** – This factor is not the only reason for eh migration. And yeh.
- **Anne** – We also think that immigration has the positive side but at the moment immigration in Germany has failed, I don't think it has worked out properly, I do agree with you that we have to find a way that is good positive but yeh. At the moment we need to keep our culture, our language, so that and cannot be that we have people coming to our country when they don't even want to learn our language and if they don't integrate properly in our own system (speaking in a low voice)/
- **Host** -Nadia – So your fear of immigration is the social welfare system.
- **Anne** – Yes, at the moment I think mm yeh, the main problem is that people who come, many people who want to come to Germany, come from a country which is poorer and you have to do something against the policy in their countries, not let all the people come over to us, and Germany , we will go down, the system.

Pause (some talk in low voices)

- * **Lisa** – Well, I want to say something to ask this point about culture. You said that mm immigrants mm or immigration is good to get now the culture of another land, country, but I do think that if we have a lot of immigration, then we won't have different cultures in the future, just the cultures that get to one big culture, it would be very sad because I think it's interesting to learn different cultures but that's only possible if we have (fall) different cultures and for I think of course it's interesting to mm learn about another culture but then you can just go to holiday to another country.
- * **Rebecca** – I think we shouldn't **underestimate** the problem that in this case it's nice because social and cultural exchange will happen and if you think Britain mm it's like London or any big cities and then I can see your worries that it's totally eh overcrowded so

people coming from other countries mm to I think one migrant per minute to Great Britain and yeh, it's more about setting a limit to this flow of migration.

- * **Anne** – But at the moment we have [] this limit.
- * **Rebecca** – We haven't so ...
- * **Anne** So you're not in favour of immigration.
- * **Rebecca** – We are (laughter) but it's more about the rate the number of people mm coming in to our country than any other country with the number of people going out.
- * **Ester** – There is a balance between the immigrants and
- * **Host** – yeh, so you can't agree that cultural exchange in Germany is a positive thing but we have to balance it. For example it isn't the aim to transform German society, so that the German culture get lost. I think we can agree on this. Let's look at another point, what about the economic aspect. They said (pointing in the direction of one side) that we shouldn't let immigration break that much plug the gap of highly skilled workers. What's your point to this?
- * Well I think, we think that they won't take any jobs from us, we are just
- * **Anne** – We are talking about highly skilled workers, aren't we?
- * **Rebecca** Yeh
- * **Anne** – But how can you say that they will make jobs that we won't make if we are talking about highly-skilled jobs?
- * **Rebecca** – OK in that point
- * **Ester** – We're not scared about jobs, the immigrants can do perfectly these jobs . I **cannot see the point why they couldn't** do these jobs.
- * **Anne** – What I mean why shouldn't because if we've got too many highly skilled workers, then we've got an overflow of workers and

that would mean that the wages will fall down and that's not the point. Highly-skilled workers go to Uni and then get nothing.

- * **Rebecca** – That's the point really. That migrants are eh yeh mm really keen to work here because in their countries there may be bad living and working conditions but not only in low- paid jobs.
- * **Anne** – Yes, that's the main problem, we should do something against the bad conditions in their countries and not just let them come[]
- * **Rebecca** But that's not
- * [speaking at the same time]
- * **Anne** – It will be the same.
- * **Lisa**- Isn't it **egoistic in a way when you say you want to have** mm eh criteria for immigrants, so you say that you only let, that you are only in favour of immigration of people who are highly yeh of people who are very skilled. **So what about the countries they come from?** Then they will have a lack of skilled workers. So I think that's the problem. We only take the good (making a gesture of quotation marks) people and mm we don't think about the country they come from.
- * Rebecca That's
- * **Anne** [] high unemployment rate in Germany and that will only get worse. We have to look at this point as well.
- * **Rebecca** – That's the question of **drawing a plan** mm that really puts this together. We need highly-skilled migrants but only for a short period of time.
- * **Anne** – And after that you want to go them out again out of the country.
- * [several people]
- * **Ester**- This period .. you have to see this period as a specialisation period.

- * **Rebecca** - Exactly!
- * [Several people]
- * **Anne** – I don't see your point.
- * **Ester** – And also German migrants can go to another country to improve their skills. So
- * **Anne** – You mean like an exchange of
- * **Ester** – Yeh
- * Ok – for example
- * **Host** – So I think we can really agree on this point. **But let me ask you a final question.** In times of economic crisis and a globalised world, is it really possible to stop immigration or not to promote immigration?

Appendix 11. Course evaluation questionnaire

Please circle the number to show how much you agree or disagree with the following statements:

1- Disagree 2 Not sure 3 Agree

1) It is important for my studies and my future profession to have good discussion skills

1 2 3

2) It was useful for me to practise discussion skills in class.

1 2 3

3) I have improved my discussion skills

1 2 3

4) Taking part in discussions has boosted my confidence in speaking

1 2 3

5) Watching videos of discussions was useful for preparing for discussions

1 2 3

6) It was helpful to have transcripts of videos

1 2 3

7) The videos made it clearer to me how body language is used in a discussion

1 2 3

8) Complete the sentence: Analysing the videos helped me to pay attention to...

9) Exercises based on the transcripts of the videos helped me to learn:

- How to present arguments in a more convincing way 1 2 3
(agree)
- How English intonation differs from German intonation 1 2 3
- They increased my knowledge of relevant vocabulary 1 2 3
- (Add anything else)

10) Watching a video of my own performance helped me to understand my strengths and weaknesses. 1 2 3

11) Before watching the video of myself I thought:

- I had performed better than what I saw;
- I had performed worse than what I saw;
- I had assessed myself correctly

12) I have made progress in speaking 1 2 3

Please make any comments about your learning experience:

Appendix 12. Examples of entries from Research Diary

14.01.2012

Students were asked to do exercise 2 on intonation (teaching and learning cycle 3, Appendix 7). First they did not seem to be inspired by the task of reading aloud a piece of text. However, after they tried it and then listened to the recording and compared the way they read with the way it was pronounced in the recording, they were astonished by the obvious difference. Several students asked if the intonation in the video was natural and not exaggerated. I think that the reason for their question was the fact that they noticed how much more words were emphasised by the host in the video extract as compared to their own articulation. The main problem they had while trying to read the text was using the right tone for emphasising words. A high (wide) fall in English is very different from a falling tone in German, which is quite flat. There is definitely a need for additional exercises to teach pronouncing attitudinal tones.

While listening to their reading, I paid attention to the difficulty they had with taking breath at the right time in order to read out chunks of the text correctly.